

1996

Salve Regina University Graduate Catalog 1996-1998

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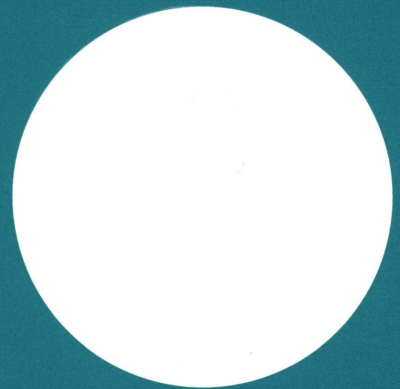
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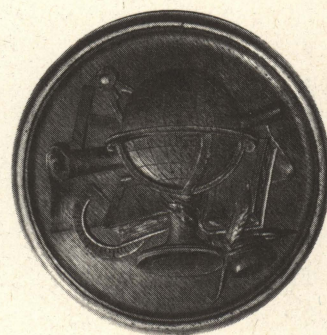
SALVE REGINA UNIVERSITY

NEWPORT ♦ RHODE ISLAND



1996 – 1998 GRADUATE CATALOG

SALVE REGINA UNIVERSITY



***A Catholic Coeducational University
of Arts and Sciences***

1996 – 1998 GRADUATE CATALOG

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FOREWORD

In the publication of this catalog, we reaffirm the hope of faculty and staff at Salve Regina University that students will realize their full potential for academic and personal development. We provide them with the opportunity to learn about our values as they pursue academic excellence within the educational tradition of the Sisters of Mercy. We help them to grow in intellectual and moral integrity while in this Catholic community.

In this environment and with the University's guidance and support, students educate themselves, applying their intelligence, ingenuity, and drive to make the best use of the University's resources. This catalog is a guide in this endeavor.

HISTORY AND GENERAL DESCRIPTION

The State of Rhode Island granted a charter to form the Salve Regina corporation in 1934. Founded under the sponsorship of the Sisters of Mercy, Salve Regina was established as an independent institution in the Catholic tradition of education, providing higher education to women and men. In 1947 the University acquired property in Newport and welcomed its first class of 58 students.

The undergraduate academic programs are based on the liberal arts. There are 32 concentrations in the arts and sciences, management, computer science, business, information systems, nursing, education, and social work. The master's degree, first offered in 1974, now includes 14 concentrations. In 1989, the University initiated a humanities program leading to the doctoral degree. Salve Regina serves 2,200 men and women from 40 states and 23 foreign countries and boasts over 10,000 alumni.

MISSION AND OBJECTIVES

All members of the University community — administrators, faculty, staff, and students — embrace the mission and the objectives of the University. Membership

in the community indicates a willingness to work within the context of this mission and these objectives.

The mission of the University is to assist students to find truth, to help them to achieve their potential and to encourage them to help others reach theirs. The objective is to assist students to develop the art of critical thinking, to refine, clarify, and deepen this art within the context of Catholic values, to achieve their goals with personal dignity, and to prepare to work for the good of the societies and communities in which they will live.

The University recognizes its commitment as an intellectual community to serve the larger community within which it operates in so far as it is able.

ACCREDITATION AND MEMBERSHIP

The University is accredited by the New England Association of Schools and Colleges, Inc. The National League for Nursing accredits the Nursing Program, which is approved by the Rhode Island Board of Nurses Registration and Nursing Education. The Elementary, Secondary, and Special Education programs are interstate-approved. Students completing these programs are certified in approximately 36 states. The Social Work Department offers a baccalaureate program accredited by the Council on Social Work Education. The Visual Arts programs are accredited by the National Association of Schools of Art and Design.

The University is a member of numerous organizations concerned with the advancement of higher education, including the American Council on Education, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admission Officers, College Entrance Examination Board, Council for the Advancement and Support of Education, National Association of College Admission Counselors, National Catholic Educational Association, Association of Catholic Colleges and Universities, Mercy Higher Education Colloquium, Association of Mercy Colleges, and Council on Social Work Education. The University is a member of

Division III of the National Collegiate Athletic Association and the regional subdivisions of this organization.

THE GRADUATE PROGRAMS

The University offers graduate programs leading to the degrees of Master of Arts, Master of Business Administration, Master of Education, Master of Science, and Doctor of Philosophy.

The Master of Arts degrees are in Humanities, Holistic Counseling, Human Resource Management, and International Relations.

The Master of Business Administration degree is offered with a concentration in Management.

The Master of Education degree is offered for Certified Teachers.

Master of Science degrees are in Accounting, Administration of Justice, Biomedical Technology and Management, Health Services Administration, Information Systems Science, Applied Mathematics, and Statistics.

The Doctoral degree is offered in Humanities.

Program Accessibility

In compliance with Section 504 of the Rehabilitation Act of 1973, Salve Regina University is committed to making its services and programs accessible to all students. All needs respecting accessibility for graduate students should be addressed to the Vice President for Academic Affairs.

ADMISSIONS INFORMATION

Students are admitted to the Graduate School by the Admissions Committee. Candidates for admission to Graduate Studies are selected on the basis of academic ability, intellectual curiosity, motivation for personal growth and development without regard to age, race, sex, creed, national or ethnic origin, or handicap.

Application Procedures

In order to apply for admission to Graduate Studies, the following materials must be sent to the Admissions Office:

1. Completed application with the application fee.
2. Official transcripts from all degree-granting institutions attended by the applicant.
3. Two letters of recommendation, neither from a relative.
4. Score on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), the General Management Aptitude Test (GMAT), or the Law School Admissions Test (LSAT).
5. The commitment fee due at the time of acceptance to the Graduate School.

Those who wish to continue their education for professional or personal reasons but who do not wish to pursue a degree should see the section on Non-Matriculated status.

All supporting material submitted during the application process becomes part of the permanent, confidential records of Salve Regina University and will not be returned.

International Students

Salve Regina University graduate programs are open to qualified international students. Because the review of applications from international students takes considerable time, it is important that students submit applications at least six months prior to the proposed semester of entrance.

Applicants should hold a bachelor's degree earned at an accredited U.S. institution or an equivalent foreign degree requiring at least 16 years of primary, secondary, and university education.

U.S. Immigration regulations require that a student holding a student visa make satisfactory progress toward a degree. This requires full-time study, which is generally interpreted to mean completing at least three courses (nine credits) each semester. Prospective inter-

national students should note that graduate certificate programs are not designed to permit full-time study.

All international students must submit the following application materials:

1. Completed application with the application fee.
2. Official transcripts of all undergraduate and graduate work completed. A certified English translation must accompany all non-English transcripts.
3. Two letters of recommendation.
4. Score on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), the General Management Aptitude Test (GMAT), or the Law School Admission Test (LSAT).
5. Proof of English proficiency. This must consist of one of the following:
 - a. The test of English as a Foreign Language (TOEFL) examination with a score of 550 or above.
 - b. Proof that undergraduate instruction and course work has been done in English.
6. Foreign Student Certification of Finances form. International students must provide verification of sufficient funds for study and living expenses at Salve Regina University.
7. If accepted, a non-refundable commitment fee must be paid before a I-20 form will be issued.

FINANCIAL AID

Many different types of loans are available to assist with tuition, the cost of living, and related educational expenses. Government loans and other financial programs are listed in the OPTIONS brochure available in the Financial Aid office. Selecting one or more of these options can help fund the student's education and also establish a credit history.

APPLICATION FOR MASTER'S DEGREE PROGRAMS

Matriculated Status

Students who have been accepted to the Graduate School must request a matriculation interview through

the Graduate Studies Office. The matriculation interview will be scheduled with a program committee composed of members appropriate to the student's area of graduate study.

The program committee and the student agree on a tentative plan of study, a program advisor is designated, and the student formally begins the specific program. Admission to the specific program, however, does not ensure candidacy status. (See the following section on Candidacy Status.)

During the matriculation interview, requests for graduate credit earned at any other accredited institutions will be evaluated for applicability to the student's program. Six (6) semester hours of graduate credit is the maximum number normally accepted toward a master's degree.

The Vice President for Academic Affairs will notify the applicant officially of the action of the committee with a written summary of the meeting.

Candidacy Status

Upon completion of at least five (5) but no more than seven (7) courses, the matriculated student applies for candidacy status. The recommendations of the student's advisor, evaluations by instructors, and an interview will provide data which the program advisor will evaluate to determine the student's readiness for candidacy. The Vice President for Academic Affairs will notify the student in writing of the result of this evaluation.

Exit Meeting

Upon completion of all course requirements, students will be scheduled for an exit meeting. In some cases, an oral comprehensive examination takes place during the exit interviews with their program committees.

Data considered at the previous interviews, during matriculation meetings, and during candidacy meetings, will be reviewed. When all requirements have been satisfied, the candidate will be recommended to the Vice President for Academic Affairs for conferral of the degree.

The student who has completed a planned program of studies of not less than thirty-six (36) semester hours of credit, who has passed an oral comprehensive examination, and who has been recommended by his or her program committee for the degree is eligible to receive the master's degree.

The date of completion of these requirements will be included on the official transcript. The degree will be awarded at the next commencement.

Master's Comprehensive Examinations

The comprehensive examinations are not merely quantitative or cumulative extensions of the content of required courses. Rather, they are examinations of a student's ability to generalize from acquired data, theories, and research findings to a set of principles which may be used in approaching problems within a given field. Comprehensive examinations may be administered orally by the candidate's program committee during the exit interview.

Thesis Option Master's Degrees

In some programs, a student may elect to write a thesis for six (6) credits. The thesis will be written under the direction of a faculty member with special competence in the subject matter of the thesis. The details for the writing of the thesis must be arranged in advance of registration with both the thesis supervisor and the program committee.

APPLICATION FOR THE Ph.D. PROGRAM

Admissions

The University offers the opportunity to pursue studies at the doctoral level in the Humanities and encourages inquiries from those with a master's degree, significant experience, and a high level of motivation. The initial step in the admissions process is the mandatory personal interview with the Director of the program. This meeting is scheduled to discuss the student's likely concentration, examine possible prerequisites, and complete a writing sample. If admitted, the student progresses through three phases.

Phase One: PRE-MATRICULATION

Ph.D. applicants present all documents, including the summary of their personal interview, to the Admissions Office. Besides providing three letters of recommendation and a current resume, they follow the application procedures previously outlined in the Admissions information section. If accepted to the Graduate School, they must complete preliminary courses (HUM 500, 510, and 598), demonstrate proficiencies in computer use and a second language, and earn a B- or higher in two 600-level core courses before requesting a matriculation meeting.

A cumulative grade average of B- is required in all courses and the comprehensive examination. Grades below C are not acceptable for graduate students. Dissertation Research and Writing (HUM 690), by which candidates maintain active status, is graded every fall and spring on a Pass/Fail basis.

Phase Two: MATRICULATION

During the matriculation meeting, the doctoral student meets with the Vice President for Academic Affairs (or representative), the Ph.D. Director, and appropriate faculty to discuss the student's progress up to that point as well as the courses remaining, progress in research, and a tentative dissertation committee. The student is notified in writing by the University of his or her acceptance to matriculated status. The matriculated student will then complete the remaining courses and other requirements.

After requirements have been met, a student petitions to take the comprehensive examination, an "audit" of the student's record occurs, and the student takes the comprehensive examination. Successful students who are eligible for the Humanities Certificate of Advanced Graduate Study (C.A.G.S.) may then apply for candidacy status.

Phase THREE: DISSERTATION

Students who are granted candidacy status enroll in Dissertation Research and Writing (HUM 690) each fall/spring until the degree is conferred. Each semester they earn a grade of Pass or Fail (P/F) in this course based on dissertation work done that term. This

process continues until their dissertation has been written, defended, and finally accepted by the University.

After the mentor, two readers, and the Ph.D. Program Director have approved the semifinal draft of the dissertation, the University approves a date for the public oral defense of the dissertation.

Dissertation Defense and Degree Conferral

Under the guidance of the mentor and readers, the candidate researches, writes, and revises the dissertation. The semifinal draft is defended at a public oral examination. After a successful defense, the candidate is informed of changes to be made in the dissertation before it is submitted for final approval by the University.

The committee provides copies of its requests and recommendations to the candidate, the Program Director, and the Vice President for Academic Affairs. When all requirements are completed the candidate is recommended to the Vice President for Academic Affairs for conferral of the degree.

NON-MATRICULATED STATUS

The graduate programs also serve university graduates who wish to continue their formal education for professional or personal enrichment but who do not wish to earn a degree. These individuals may enroll as non-matriculated special status students for no more than two courses. They must apply to a degree program no later than after the two courses are completed and before a third is begun, if all appropriate courses are to be counted toward fulfilling the requirements of the degree program.

GRADUATE CERTIFICATES

The Graduate Certificate can be taken in conjunction with a graduate degree program or it can be pursued as an additional credential by non-matriculated students. Graduate certificates are awarded after the successful completion of the designated number of credits (12-18) for the specific program. To apply, a student must have

obtained a bachelor's degree from an accredited institution and must submit official transcripts from all degree-granting institutions, a completed application accompanied by an application fee, and one letter of recommendation. Graduate certificates are offered in Financial Management, Gerontology, Health Services Administration, Human Resource Management, Information Systems, and Management.

GRADUATE EXTENSION STUDY

Graduate Extension Study is an alternative to the traditional classroom approach to learning. Detailed syllabi, prepared by faculty members, provide a structured step-by-step approach to learning while allowing students flexibility in time and place of study. It involves a one-on-one relationship with instructors, who guide the learning and monitor the student's progress through the courses by the exchange of written comments and telephone conversations with a faculty mentor. Students who wish to take Graduate Extension Study courses and apply them to a graduate degree must have the approval of their program director. For a listing of available courses, see the section on Graduate Extension Study in this catalog.

ACADEMIC POLICIES

Full-Time/Part-Time and Time Limitations

Students may pursue a graduate degree on either a full-time or part-time basis. The maximum time in which a master's degree must be completed is five (5) years from the date of matriculation. Doctoral work must be completed in seven (7) years.

A full-time graduate student is a student in pursuit of an advanced degree and registered for nine (9) or more credits per session.

Course Load

All graduate level courses are three- (3) credit courses unless otherwise noted.

Students who are employed full-time are advised to register for no more than two courses per session.

Students who attend full-time register for no more than four (4) courses (12 credits) each session. Students are urged to register for no more than one (1) course during each summer session.

Course Numbering

Courses numbered 500 and above are graduate courses. Courses at the 600-level are limited to doctoral students.

In certain instances a student's program committee may approve the taking of an advanced undergraduate course for graduate credit. Only courses at the 300- and 400-level may be taken for this purpose. For graduate credit to be earned for 300- and 400-level courses, work in addition to what is required for undergraduate credit must be completed through supervised independent study. Forms for securing permission to take an advanced undergraduate course for graduate credit are in the Office of Graduate Studies. A student registering for a 300- or 400-level course for graduate credit will pay the graduate rate of tuition and indicate on the registration card that the course is being taken for graduate credit.

Academic Calendar

The academic calendar is based on two (2) semesters and two (2) summer sessions. For information on the beginning and ending dates of these sessions, see the current Schedule of Classes available in the Office of the Registrar or the insert at the beginning of this catalog.

Attendance

The participation of students in regularly scheduled class sessions is an essential part of the educational process. Students should attend all scheduled class meetings and are responsible for the content of all class sessions. Each faculty member has the right to establish regulations regarding attendance that seem best suited to the course.

Class Cancellation

Should classes be canceled due to inclement weather, announcements will be made on students' voice mail boxes as well as on local radio and television stations.

Leave of Absence

Any student who, for valid educational reasons, will not be able to enroll in course work for a period of one semester must apply for a leave of absence. Such requests must be addressed in writing to the Vice President for Academic Affairs. The letter should clearly detail the reasons for the request and must include specific information about the student's future academic plans. If the leave is granted, the student may maintain active status at the University while not formally enrolling in course work. A leave of absence is granted on a semester by semester basis. Failure to enroll in course work for two consecutive sessions without receiving approval for a leave of absence will result in an automatic withdrawal from the University for failure to maintain matriculation.

Withdrawal from the University

Students withdrawing from school during a session or at the end of a session must do so officially through the office of the Vice President for Academic Affairs. It is important that a student wishing to withdraw from the University complete the form as soon as the decision to withdraw is made. The date of an official withdrawal dictates the amount of tuition refund due.

Methods of Instruction

Methods of instruction are varied and are determined by each instructor to achieve the educational objectives of a particular course. In class, students should be prepared to encounter lectures, seminars, case studies, role-playing, student presentations, guest lecturers, and any combination of methods deemed appropriate by the instructor.

Filing for a Degree

Students intending to graduate at the next Commencement must file for the degree in the Office of the Registrar no later than the end of the fall session.

Transcript Services

Transcripts may be released only upon receipt of a written request and the appropriate fee from the student or when mandated by law. Transcript services may be denied to those students with outstanding financial obligations to the University.

Confidentiality of Student Information

Procedures for the release and disclosure of student records maintained by the University are in large measure governed by State and Federal laws. Where the law is silent, the University is guided by the principles that the privacy of an individual is of great importance and that the information in a student's file should be disclosed to the student upon request. Agents of the University may have access to student information on a "need to know" basis. Third parties do not have access to personally identifiable records or information pertaining to a student without the written consent of the student or a Judicial Order or Subpoena. The law requires that parents are to be considered third parties except in the instance where a Parental Release Form is maintained on file in the Office of the Registrar. Detailed guidelines for the release and disclosure of information are available from the Office of the Registrar and the Vice President for Academic Affairs. These guidelines comply with the Family Educational Rights and Privacy Act of 1974 as amended. A detailed description of student data retained in various offices is available in the office of the Vice President for Academic Affairs.

ACADEMIC STANDARDS

A student must maintain letter grades of C or above while pursuing graduate studies; however, an overall average of B- is necessary in order to graduate. In an effort to ensure that students at the University are receiving appropriate academic advising, faculty members are asked to submit the names of students who are in particular need of assistance in their course work at the midpoint of the semester. The Registrar is notified of graduate students whose performance in a course is below standards expected for graduate study. Warning letter notifications are prepared and mailed to these students, encouraging the student to seek extra assistance from the instructor. Warning notifications are considered an extra service provided to the students by the faculty. Students should not assume that lack of a warning notification assures their satisfactory completion of a course.

A student who earns a grade below C in a course is

placed on academic probation for the following semester. A student placed on probation for two continuous semesters will not be permitted to continue in the graduate program.

Anecdotal Report

A brief evaluative statement is prepared for each student enrolled in a graduate course.

Grade Interpretation

- A** Excellent
- A-**
- B+**
- B** Good
- B-**
- C** Minimally competent
- P** Pass: credit acceptable toward graduate degrees; used in those courses where further grade discrimination is inappropriate
- F** Failure

Delay of Grade

- I** Incomplete: appropriate forms must be signed by the student's professor and the student

No Grade

- NG** No grade submitted by instructor
- R** Audit (non-credit)
- W** Withdrawal: will be approved only for a compelling, cogent academic reason
- WF** Withdrawal failure

Course Changes

Students are permitted to drop and to add courses without academic penalty during the first week of classes. Each course added or deleted from the student's registration accrues a fee as published in the semester schedule of classes. If a student has not officially dropped a course or formally withdrawn by the completion of the semester, the instructor must submit a final grade for the student.

Course Withdrawal

After the deadline for course changes as published in the semester schedule of classes, students wishing to

withdraw from a course must follow the course withdrawal procedure. The student obtains a Registration Adjustment Form from the Office of the Registrar and meets with the instructor of the course who reviews the request and signs the form making pertinent comments. A valid reason is required for each course withdrawal. Excessive absences, poor progress, and failure to complete assignments are not valid reasons to receive a withdrawal.

Students are not officially withdrawn from courses until approval has been secured from the Vice President for Academic Affairs. Therefore, continued class attendance is expected until written notification has been received. If the request to withdraw is approved, the transcript will record a "W" instead of a final grade for the course.

Incomplete Process

A student may request an incomplete in course work for a valid reason. All requests for an incomplete must be in writing and must be received by the instructor on or before the scheduled final examination for the course. Faculty members may deny a request for an incomplete. If the incomplete is approved, the instructor completes the form, which is signed by the student. The instructor will then send copies of the "Report of Incomplete Work and Statement of Work" to the Registrar and to the office of the Vice President for Academic Affairs. Incompletes will be calculated as failures until the course work has been completed and a final grade has been reported. If course work is not completed within six months, the student will receive the grade shown on the incomplete form.

Independent Study/Research

Forms for setting up individually designed independent study/research arrangements are available in the Graduate Studies Office. A matriculated student who wishes to pursue such independent study/research for graduate credit should discuss the matter with a faculty member in the appropriate academic area. A description of the independent study/research proposal with signatures of the student, course instructor, and graduate program advisor must be submitted to the Vice President for Academic Affairs no later than the last day of registration. The Vice President for Academic Affairs will either approve or deny such requests.

Non-credit Registration

A matriculated student in good academic standing may register in a credit course for non-credit. The student must fulfill all the requirements of the course with the exception of examinations. The student will receive an "R" on the transcript indicating registration and participation in the course. Academic credit is not granted. Unless otherwise noted, a student registering for non-credit course work is subject to the same tuition as those registering for credit. Students may not adjust their registration from non-credit to credit or vice versa after the end of the first week of classes.

FINANCIAL INFORMATION

Tuition and fees for the current academic year are included in the insert at the front of the catalog. The University reserves the right to change tuition or any of the general or specific fees. All charges are payable in advance, and no registration is complete until full financial obligations are met by the student.

Various courses charge specific fees due to the nature of the course and the extra expenses involved. These fees are not refundable after the first class, lecture, or laboratory. Students must refer to the Schedule of Classes for information regarding the assessment of fees for the class for which they are registering.

For more information on fees, see the current Schedule of Classes booklet available in the Office of the Registrar.

The University charges a student's account for each check returned for insufficient funds. Students are responsible for costs the University incurs associated with the collection of a student's overdue account.

Withdrawals and Refunds

Students withdrawing from a course or courses or during a term are eligible for a refund according to the following policy. Refunds of tuition will be calculated on the basis of time which has elapsed before the official request for withdrawal has been received by the Vice President for Academic Affairs. The withdrawal and

refund policy does not apply to the Graduate Extension Study Program. See the Graduate Extension Study catalog for further information.

Semester Policy

- 100%** before classes begin
 - 80%** before the second week of the session
 - 60%** before the third week of the session
 - 40%** before fourth week of the session
 - 25%** before fifth week of the session
- Thereafter, no tuition is refunded.

THE CAMPUS

The University is located on the Cliff Walk, overlooking the Atlantic Ocean in historic Newport, Rhode Island. Its scenic campus, which combines a unique combination of gardens and horticultural attractions with a blend of historic and modern architecture, is within walking distance of the center of the city.

The airport in Providence is less than an hour away, and Boston Logan Airport is a 90-minute drive from Newport. The University is easily accessible by interstate highways from Providence, Boston, New York, and Cape Cod.

Administrative and Academic Facilities

The Admissions, Business, and Registrar Offices are located in Ochre Court, the main administrative building of the University. These offices are open from 8:00 a.m. to 5:00 p.m. daily, Monday through Friday.

Classrooms, laboratory facilities, and faculty offices are concentrated in eight buildings: O'Hare Academic Center, Angelus Hall, Marian Hall, and McAuley Hall on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; Cecilia Hall on Ruggles Avenue; and Tobin Hall and Miley Hall on Webster Street.

The offices of the Graduate School Directors are located on the third floor of McAuley Hall.

The Library

The McKillop Library facility provides seating for over 450 people, volume capacity for 230,000 holdings.

Twenty-six terminals provide access to information on the Library host and are strategically located throughout the public areas. Twenty-four terminals provide access to the University host, the Library host, and external databases. In addition, the Bibliographic Research Room is equipped with a local area network, fifteen intelligent work stations, four printers, and an instructor's work-station. The Library is connected to the fiber optic network and the telecommunications system.

On-line public access catalog and circulation systems are available to the University community. The Library has made CD-ROM based databases and the expanded Academic Index available to Library users as well as to off-campus users.

INTERNET (International Network) as a research tool is available for graduate students, and workshops in INTERNET are offered to graduate students. In addition, support is offered to graduate students who use their home computers for access to INTERNET for research purposes. The Library provides facilities for students to develop their research skills. It has incorporated research tools appropriate for a library that supports graduate studies and research needs.

The Library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL). Use of CRIARL and other union lists of serials enables faculty and students to find journals, they need which may then be requested through interlibrary loan. As a member of Rhode Island Interrelated Library Network (RHI-LINET), a multitype statewide library consortium for interlibrary cooperation and services, the Library enjoys daily delivery service, provided by the Department of State Library Services, to satisfy patrons' requests. Other materials not held by CRIARL member libraries are available through the OCLC interlibrary loan system to which the University belongs.

The Library is a United States Government Documents Depository Library. The Library selects documents relevant to academic programs and integrates them into the collection by cataloging them according to the Library of Congress Classification system.

Computer Laboratories

In the McKillop Library the University has four academic computer labs that serve students and faculty. The workstations in each lab are linked in a local area network which supports formal teaching and curricular objectives and individual learning needs. Where appropriate, these local area networks connect to a host computer for student and faculty use. The laboratories are available to students and faculty seven days a week and are geared for software unique to graduate student level. The University schedules workshops, classes, and programs in the laboratories to maximize the use of facilities and ensure availability of resources.

Publishing Department

A Publishing Department for faculty, staff, and students is located in the ground level of the Library. The department offers Macintosh desktop publishing services.

The General Office and Copy Center for the University are located on the ground level of the Library.

Miley Hall

The offices of the Residence Staff, Safety and Security, the Cafeteria, the Fitness Center, and the Bookstore, are located in Miley Hall.

North and South Halls

Health Services, Counseling Services, and the Career Development Center are located in the North and South Hall complex. North and South Halls are conveniently located across from Miley Hall.

Wakehurst Campus Center

The Wakehurst Campus Center is located at the center of the campus, next to the McKillop Library. The Mailroom is on the lower level as well as the recently renovated Student Center. Located on the first floor are the Global Cafe, Activities Office, and a TV and Pool Room. The Vice President for Student Development, the Dean of Students, and their staffs occupy the second floor of Wakehurst.

Housing

The Housing Office, located in Wakehurst, offers a rental listing service of properties available in the Newport area. The staff acts as a resource to students, staff, and faculty searching for housing, and refers them to real estate agents in the local community.

Off-Campus Locations

For the convenience of students, the University may offer some graduate courses at off-campus locations on a regular basis. Students should consult the latest Schedule of Classes booklet for scheduling information.

GENERAL INFORMATION

Parking and Vehicle Registration

All faculty, staff, and students, full- or part-time, are required to register their vehicles with the Safety and Security Office and to obtain a Salve Regina parking sticker. The Safety and Security Office is located in Miley Hall and is available on a 24-hour basis.

Each person may register one car on campus. The decal received will be valid for one academic year. There is a \$10.00 fee each time a car is registered. Should the person change cars during the semester, a nominal fee will be charged to cover the expense of issuing a new decal.

The various areas on campus where parking is permitted are clearly posted. It is the obligation of each student to become familiar with specific regulations. These regulations are distributed with the decal. Fines are levied on students who do not observe parking regulations; abuse may result in the towing of automobiles.

The Safety and Security Office has the authority to tow away at the owner's expense any car parked on Salve Regina University property that is in violation of posted parking signs and these regulations.

Student Identification

Photo identification cards are issued to all new students by the University Safety and Security Office in Miley Hall at the beginning of each session. These ID cards must be retained until graduation. Validation stickers

are issued to students registered for course work each session. Identification cards are required for access to the Academic Computer Laboratories, Library, specific functions, specific buildings or events. Prior to receiving a validation sticker, the student must be registered for the session for which the card is valid and must have satisfied all financial obligations to the University. A replacement fee will be charged for lost IDs.

Mail Boxes

Mail boxes are available for assignment to students upon presentation of student identification cards to the mailroom clerk. The mailroom is located on the ground floor of the Wakehurst Campus Center.

Telecommunications

Students may request an individual voice mailbox and pay the designated technology fee. The mailbox permits a student to record a personal greeting, to receive and record unlimited private messages, to forward messages to other extensions, and to send messages to other mailboxes. Students can also receive messages from any touchstone phone off-campus.

ARTS AND SCIENCES

MASTER OF SCIENCE Administration of Justice

RATIONALE

The Master of Science program in Administration of Justice is designed to meet the professional needs of justice practitioners as well as those wishing to pursue a teaching career. Educators and working professionals have contributed to the design of the program.

While recognizing Lord Coke's observation that the body of law is reason, we assert its soul must be justice. Accordingly, the focal point of the curriculum is justice, best described by Daniel Webster as follows:

Justice is the great interest of man on earth. It is the ligament which holds civilized beings and civilized nations together. Wherever her temple stands, and for so long as it is duly honored, there is a foundation for social security, general happiness, and the improvement and progress of our race. And, whoever labors on this edifice with usefulness and distinction, whoever clears its foundations, strengthens its pillars, adorns its entablatures, or contributes to raise its august dome still higher in the skies, connects with name and fame and character, with that which is and must be as durable as the frame of human society.

The University and the students in the Master's program are committed to strengthening the edifice of justice by casting the light of knowledge on its perfections and imperfections and causing this knowledge to improve the structure so that it may better serve those who enter. In the words of the Psalmist, "He who does justice will live on the Lord's Holy Mountain." (Ps 15:1)

The curriculum for the Master of Science degree in Administration of Justice is designed to meet the individual needs of students who are or intend to become justice practitioners. The interdisciplinary flexibility of the program makes it attractive also to those who may wish to teach in this discipline and to those in certain social agencies.



REQUIREMENTS

The student is recommended for the Master of Science degree in Administration of Justice upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's program committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Administration of Justice.

PROGRAM REQUIREMENTS

The student must complete thirty-six (36) graduate credits of academic work distributed as follows:

Justice Theory: Twelve (12) graduate credits including ADJ502, ADJ504, and ADJ506.

Justice Process: Twelve (12) graduate credits including ADJ515.

Research: HUM500

Elective: Nine (9) graduate credits from any of the four (4) categories as outlined under Curriculum.

The distribution of credits may be changed to meet the specific needs of the student after consultation and approval by the student's ad hoc committee.

It is recommended that justice practitioners who are in administrative positions consider one or more of the management courses. Other courses in this category may be taken with permission of the student's program committee.

FIVE-YEAR PROGRAM

The University offers an accelerated program of study leading to both bachelor's and master's degrees. This program is designed for the University's highly motivated and qualified undergraduates. Eligibility for the program requires advance planning and coordination of the undergraduate and graduate curricula. Candidates for the program must apply to the Graduate School by the end of their junior year. Successful applicants should expect to begin taking graduate courses for graduate credit by the first semester of their senior year. All acceptances are conditioned on the successful completion of the undergraduate degree.

A unique opportunity is offered to students pursuing undergraduate studies in Administration of Justice (ADJ). Such students may take four graduate Administration of Justice courses in their senior year, and have two of them (six credits) applied to their undergraduate degree as electives. Hence only 30 credits will be required (instead of 36) for the accelerated Master of Science degree in Administration of Justice.

CURRICULUM

The curriculum is divided into four (4) parts: Justice Theory, Justice Process, Research/Special Topics, and Interdisciplinary.

JUSTICE THEORY

Required: ADJ502, ADJ504, ADJ506, and one (1) elective from this category.

ADJ502:	History and Philosophy of the Justice System
ADJ504:	Social and Ethical Issues in the Justice System
ADJ506:	Theories of Justice
ADJ514:	Law and Human Behavior
ADJ516:	Law, Liberty, and Morality
ADJ518:	Public Policy and the Justice System
ADJ520:	Theories of Punishment
ADJ523:	Literature of Incarceration
ADJ527:	Duties and Rights

JUSTICE PROCESS

Required ADJ515 and three (3) electives from this category.

ADJ501:	Juvenile Justice Process
ADJ503:	Mental Health Process
ADJ505:	Constitutional Issues in Law Enforcement
*ADJ515:	Contemporary Literature in the Administration of Justice
ADJ519:	Social Class and the Justice System
ADJ521:	Management Issues in Law Enforcement
ADJ574:	International Crime

* Student should have completed at least six (6) courses prior to ADJ515.

RESEARCH AND SPECIAL TOPICS

Required: HUM500

HUM500:	Research Seminar
ADJ580-589:	Special Topics and/or Seminar
ADJ590:	Thesis, equivalent to six (6) graduate credits
ADJ591-599:	Independent Study/Research

INTERDISCIPLINARY

ADJ/MGT509:	Management of Human Resources
ADJ/MGT560:	Labor Relations
ADJ/HLC573:	Human Relations Laboratory I: Dynamics of Human Behavior

COURSE DESCRIPTIONS

HUM500: Research Seminar. In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research projects. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data col-

lection methods, and ethical considerations. Note: This course must be taken in the first year of the program.

ADJ501: Juvenile Justice Process. Students examine the legal and philosophical basis for a separate juvenile justice process. They explore substantive law governing juvenile conduct as well as the procedures from investigation and arrest to final termination of control over the juvenile's conduct.

ADJ502: History and Philosophy of the Justice System. The course explores the history and philosophy of the justice system in part by examining literature from the traditions of natural law, legal positivism, and historical jurisprudence. This survey course is intended to deepen the student's appreciation of the rule of law as it bears on the administration of justice.

ADJ503: Mental Health Process. Students analyze the legal and philosophical basis for a separate Mental Health System and the legal limitations on such a system. Students examine the entry of the offender from the criminal justice system into the mental health system and the procedures for compelling hospitalization or treatment.

ADJ504: Social and Ethical Issues in the Justice System. This course examines the application of ethical analysis to social and legal issues in the administration of justice.

ADJ505: Constitutional Issues in Law Enforcement. Students undertake an in-depth study of decisions by the U.S. Supreme Court and other appellate courts affecting the rights of the criminal suspect from investigation to trial.

ADJ506: Theories of Justice. Students examine the concepts and meaning of justice from the perspective of major philosophical systems.

ADJ514: Law and Human Behavior. The focus of this course is on the use and potential use of social science in the fact-finding process and judicial decision making in the administration of justice.

ADJ515: Contemporary Literature in the Administration of Justice. In this course, students evaluate selected research papers, articles, government publications, and books relating to the administration of justice.

ADJ516: Law, Liberty, and Morality. The course examines the relation of law to morality and the extent to which liberty may limit the enforcement of morals and paternalistic legislation. Theoretical literature, as well as case law, is provided.

ADJ518: Public Policy and the Justice System. Through case analysis and personal experimentation, the student explores elements of governmental decision making, the factors that influence those decisions, and their impact on the justice system.

ADJ519: Social Class and the Justice System. Students examine the social, cultural, and economic factors as well as the operational systems that tend to contribute to the class system in America. They go on to explore conflicts within the justice system.

ADJ520: Theories of Punishment. The course examines the nature of punishment, how punishment may be justified, and the limits of the criminal sanction as a mechanism of punishment. Alternatives to traditional thinking about punishment are also considered.

ADJ521: Management Issues in Law Enforcement. Students examine the issues confronting law enforcement from a management perspective, with an emphasis on structure, policies, discipline, budgetary problems, public relations, and civil liabilities.

ADJ523: Literature of Incarceration. Through reading and analysis of works of literature by and about prisoners, students attempt to discover what incarceration does to both the individual writer and the creative process itself. Readings may include works by Fyodor Dostoyevsky, Elie Wiesel, Brendan Behan, Daniel Berrigan, and Aleksandr Solzhenitsyn, among others.

ADJ527: Duties and Rights. The course provides students with the opportunity to critically appraise clas-

sical and modern literature on the nature of duties and rights.

ADJ572: Data Analysis. This course builds upon the knowledge base gained in Research Methods to develop an awareness, appreciation, and facility in methods useful in the analysis of data (both qualitative and quantitative) using PC-based statistical packages. In addition, students will be instructed in the use of a graphics package to enhance the formal presentation of findings. Experience will also be provided in conducting a secondary analysis of data from a national longitudinal study. Students will develop skills in methods of coding data, writing command programs, and using appropriate methods to analyze both quantitative and qualitative data. Statistical concepts to be covered include the most widely used descriptive and inferential statistics (including parametric and nonparametric statistics). Emphasis will be placed on generating analyses and accurately interpreting and reporting findings. Prerequisite: Either a graduate-level course in Research Methods HUM500 or permission of the instructor

ADJ574: International Crime. Crimes that plague the world community are studied in this course. The study includes present-day piracy, drug traffic, aircraft hijacking/sabotage, hostage taking, terrorism, genocide, war crimes, and the international methods available to combat such crimes.

ADJ580-589: Special Topics and/or Seminar. Topics of interest in Justice Studies are offered on an irregular basis in both theory and process categories. ADJ590: Thesis. The writing of the thesis, as well as the thesis topic, must be approved by the student's ad hoc committee prior to registration for ADJ590. Students who select the thesis option will be required to defend their theses orally before appropriate faculty members.

ADJ591-599: Independent Study/Research. This research course is a directed study of independently selected topics in the administration of justice. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Vice President for Academic Affairs.

ADJ/HLC573: Human Relations Laboratory I: Dynamics of Human Behavior. The research strongly suggests that clients are left either better or worse by counseling interventions. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own vulnerability, living the interpersonal relations skills at a high or a low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

ADJ/MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

ADJ/MGT560: Labor Relations. Students study collective bargaining as a dynamic, ongoing process. They develop a process model of collaborative bargaining. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of public and private sector bargaining are highlighted. Prerequisite: MGT509

ARTS AND SCIENCES

MASTER OF SCIENCE

Biomedical Technology and Management

RATIONALE

The Master of Science program in Biomedical Technology and Management is designed to provide opportunities for students to prepare for professional careers in Cytotechnology, Medical Technology, and Biotechnology. These programs qualify the student for entrance to certification examinations given by the American Society of Clinical Pathologists in Medical Technology or Cytotechnology. Satisfactory completion of the examination enables the student to become either a registered Medical Technologist, MT (ASCP) or a registered Cytotechnologist, CT (ASCP).

The Management segment of this program prepares the student to assume a leadership position in the Biomedical Technology field. The typical position in a laboratory not only requires undergraduate and graduate degrees in Biology or Biomedical Science but also advanced courses in management.

REQUIREMENTS

The student is recommended for the Master of Science degree in Biomedical Technology and Management upon successful completion of all requirements and an approved program of forty-seven (47) hours of graduate credit. When the student's program committee agrees that the candidate has completed all degree requirements satisfactorily, the committee will recommend conferring the Master of Science degree in Biomedical Technology and Management.

Acceptance into the Master of Science program in Biomedical Technology and Management is contingent upon the student's being accepted into a Medical Technology or Cytotechnology Internship at one of the University's affiliated hospitals or into an approved Medical Technology or Cytotechnology Internship at a



hospital with which the University would open an affiliation. Prospective students should contact the Medical Technology program director concerning the specific requirements for admission to the Medical Technology or Cytotechnology Internship.

PROGRAM OF STUDY

The student's program of study consists of a thirty-two (32) graduate credit Medical Technology or Cytotechnology Internship and five graduate courses (15 credits) in Management. The internship is normally begun between June and September and is completed at an affiliated hospital-based school approved by the American Society of Clinical Pathologists. Upon satisfactory completion of the internship year, the student enrolled at the University will be eligible to take the examination of the American Society of Clinical Pathologists in order to become a registered Medical Technologist, MT (ASCP) or a registered Cytotechnologist, CT (ASCP).

The Biomedical Technology Core

Thirty-two (32) graduate credits

COURSE DESCRIPTIONS

Option I: Cytotechnology

CYT500: The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Master of Science Program in Biomedical Technology and Management.

CYT510: Cytopreparatory Techniques. A review of cell structure, staining techniques, and principles of microscopic examination. The anatomy and physiology of the female reproductive system will be reviewed as well as the non-malignant cytology of the female genital tract.

CYT520: Gynecological. The clinical aspects of atypia, dysplasia, carcinoma-in-situ and invasive squamous cell carcinoma are presented. Endometrial carcinoma, endocervical carcinoma, other genital tract cancer, and radiation effects on cells will be considered.

CYT530: Pulmonary Cytology. The benign and malignant cytology of the respiratory tract will be correlated with various anatomical and physiological pathology. Benign, atypical, and malignant exfoliative cells from the serous effusions will also be studied.

CYT540: Gastrointestinal Cytology. The benign and malignant cytology of the gastrointestinal tract will be correlated with various anatomical and physiological pathological states of the respiratory system.

CYT550: Urinary Tract & Body Fluid Cytology. Benign, atypical, and malignant exfoliative cells from urinary tracts, serous effusions, and cerebrospinal fluid will be studied.

CYT560: Breast and Miscellaneous Cytology. The cytopathology of benign, atypical, and malignant exfoliative cells from breast secretions will be presented. Benign atypical and hormonal changes will be covered. The cytological diagnostic criteria of benign, premalignant, and malignant tumors from various body sites and their histopathological correlations will also be presented.

CYT570: Applied Cytology I (Gynecological Cytology). Practical experience is given in the microscopic evaluation and screening of cytological smears from the respiratory tract, gastrointestinal tract, urinary tract, and from body fluids.

CYT580: Applied Cytology II. Practical experience is given in the microscope evaluation and screening of cytological smears from the respiratory tract, gastrointestinal tract, urinary tract, and from body fluids.

CYT590: Applied Cytology III (All Body Sites Cytology). Practical experience is given in the microscopic evaluation of cytological smears from various body sites. The typical cellular changes associated with radiation and chemotherapeutic treatments are

covered. Typical cellular changes seen during pregnancy and the various other hormonal conditions will also be studied.

CYT599: Special Projects in Cytotechnology.

Special projects in cytology, cytopathology, and/or cytotechnology are investigated by the students. Both written and oral presentations may be required.

Option II: Medical Technology

MET500: Clinical Laboratory Techniques. The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Master of Science Program in Biomedical Technology and Management.

MET510: Clinical Microbiology. The content of this course includes a study of the relationship of bacteria and human bacterial diseases, with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsia, and human parasites are also studied. The laboratory assignments are designed so that all students rotate through all routine areas of clinical microbiology, parasitology, and virology. To help evaluate performance, a series of unknowns is given to the student, who must identify all organisms accurately.

MET520: Clinical Chemistry. The chemistry of body constituents such as minerals, carbohydrates, lipids, proteins, enzymes, vitamins, and hormones is studied, as well as the relationship of these constituents to the diagnosis of human disease. The student receives instruction in manual procedures and in automated analysis. Toxicology and therapeutic drug monitoring are also covered.

MET530: Immunohematology. Instruction is given in drawing and processing blood and in ascertaining blood compatibility. Donor-recipient blood reactions are studied in detail. Major topics include the development and chemical structure of blood group antigens, the correlation of physical properties of antigens and antibodies with testing procedures, the role of complement in blood banking, autoimmune status, the inheritance patterns of blood groups, Hemolytic Disease of the Newborn, transfusion reactions, and the preparation

and use of blood components. The laboratory practice also emphasizes serological procedures in the diagnosis of disease. Students gain experience in the operation of the blood bank.

MET540: Hematology and Coagulation. The content of this course includes the morphology of the blood and blood-forming organs, and the abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is gained in the dynamics of coagulation. During the clinical laboratory rotation, the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation.

MET550: Clinical Microscopy. The content of this course includes lectures on and laboratory practice in the microscopy of body fluids. Topics treated include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

MET560: Medical Technology Hospital Elective. This course is an introduction to pathology. Students explore the correlation between pathological processes and clinical symptoms, and they study the course of disease. Note: This course may not be offered by all affiliated hospitals.

The Management Core

Fifteen (15) graduate credits are required in MGT 501, 509, 540, and all students must choose two of the following: MGT503, 530, 560.

COURSE DESCRIPTIONS

MGT501: Organizational Theory and Behavior. In this course, students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization, and they examine the human factor in organizational dynamics. Note: This course must be taken in the first year of graduate studies.

MGT503: Law and Business Organizations.

Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding the principal, agent, partner, shareholder, officer, and director.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT530: Marketing Management. Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing marketing factors in management.

MGT540: Ethics for Managers: Theory and

Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT560: Labor Relations. Students investigate collective bargaining as a dynamic, ongoing process. A process model of collective bargaining is developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted. Prerequisite: MGT509

ARTS AND SCIENCES

MASTER OF ARTS Humanities

PURPOSE AND VALUE OF THIS DEGREE

The Master of Arts in Humanities is an interdisciplinary program that seeks to foster, in the words of Cicero, "a broad understanding of the qualitative aspects of life and culture" through a study of such subjects as history, literature, philosophy, and religion. Such study can improve the quality of one's personal and professional relationships. This M.A. degree is intended for collegiate or university graduates who wish to enrich their intellectual and cultural horizons. It also serves as excellent preparation for the Ph.D. degree in the humanities.

REQUIREMENTS

This degree program requires 12 courses (36 credits) divided as follows: six (6) core courses (18 credits), four (4) required courses (12 credits) from a set of six (6) courses, plus two (2) elective courses approved by the M.A. program director. An oral interview and writing sample will be a part of the application process. Program Committee meetings with the Vice President for Academic Affairs (or representative) and Program Director will be held after completion of the second and twelfth courses.

Twelve (12) Courses Required: 36 credits

A. Six Core Courses: 18 credits

- HUM 500:** Research Seminar
- HUM 501:** Ethical Perspectives on Global Issues
- HUM 503:** Great Writers I
- HUM 504:** Great Writers II
- HUM 505:** World Civilizations I
- HUM 506:** World Civilizations II



B. Four Required Courses from these six: 12 credits

- ADJ 516:** Law, Liberty, and Morality
- HSA 539:** Quality of Life for the Elderly
- HLC 504:** Holistic Perspectives
- HUM 510:** A History of Technology
- HUM 520:** Religion and Science: Modern Perspectives
- HUM 530:** Art, Culture, and Society

C. Two Electives: 6 credits (to be approved by the Humanities Program Director based on a student's rationale)

Transfer Credits: One or two graduate courses taken elsewhere and with a grade of B or above may be proposed as electives if accompanied by transcript, description, and rationale.

COURSE DESCRIPTIONS

HUM500: Research Seminar. In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research projects. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. **Note:** This course must be taken in the first year of the degree program.

HUM501: Ethical Perspectives on Global Issues. Students examine comparatively the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings treat such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

HUM502: The Search for Happiness. Philosophical beliefs and the world's major faiths are considered in the context of the human search for happiness. Differences in emphasis or approach are treated on a comparative and complementary rather than on an adversarial basis.

HUM503: Great Writers I. Students read and discuss classic works of major significance in world literature. Emphasis is given to the writers' depiction of universal themes that all peoples face in every age and how this seminal literature can enrich our cross-cultural experience.

HUM504: Great Writers II. Students read and discuss works of literature that profoundly reflect contemporary life. The various cultural, philosophical, psychological, and ethical attitudes of today's world will form the background of this literary study.

HUM 505: World Civilizations I. Students examine examples of Western civilization in relation to the humanities. Of special interest are qualities of human life that characterized each civilization, both in ascendancy and in decline.

HUM 506: World Civilizations II. Students examine examples of non-Western civilizations in relation to the humanities. Of special interest are the qualities of life that characterized each civilization during its peak of influence.

HUM510: A History of Technology. This course investigates the implications of technology on the human condition throughout the course of history. Considered in this examination are advances in technology based on human ingenuity, observation, and experimentation. Examples will be taken from such fields as agriculture, communication, education, manufacturing, medicine, and business.

HUM512: Politics and Religion in the Media. Students examine the political and religious structure of U.S. society as reflected in the media. Such issues as religious freedom, the Constitution, and the Supreme Court, especially as related to church/state topics and

liberal vs. conservative views, are explored with reference to free speech, censorship, public prayer, public vs. private education, and so on.

HUM513: Masters of the Drama. Students will study the plays of world dramatists that continue to affect our cultural attitudes today. Themes developed from the Greeks through Shakespeare and beyond will enhance their appreciation of the impact of classic drama on the modern stage, cinema, and television.

HUM515: Cross-Cultural Perspectives on International Business. Students study major cross-cultural themes relating to international business, especially in transnational corporations. Of special interest is the impact of these corporations on the less developed nations (LDNs) where they operate.

HUM520: Religion and Science: Modern Perspectives. Students examine crucial human issues from the perspectives of science and religion. By comparing and contrasting their tenets, approaches, and methodologies, students investigate whether religion and science can be viewed other than in an adversarial relationship.

HUM530: Art, Culture, and Society. Students study contemporary forms of art, especially film, music, and painting, as influenced by and influencing modern life and culture. This art is studied in its most prominent American and other societal manifestations.

HUM540: Modern Drama. Students explore outstanding examples of modern drama from a variety of cross-cultural perspectives, including those of American, European, and non-Western authors. Of special significance are universal themes examining aspects of the human condition.

HUM551: Irish Literature I. Students will study the works of such Irish authors of the eighteenth, nineteenth, and twentieth centuries as Maria Edgeworth, Somerville and Ross, Oscar Wilde, and J.M. Synge. A significant proportion of the course will be devoted to the work of William Butler Yeats.

HUM552: Irish Literature II. The emphasis in this course will be on the major Irish authors of the twentieth century, including Sean O'Casey, Liam O'Flaherty, Brendan Behan, Samuel Beckett, Brian Friel, and Seamus Heaney. A significant proportion of the course will be devoted to the work of James Joyce, whose experiment in fiction revolutionized modern literature.

HUM553: Modern Ireland. An examination of politics, religion, and culture in Ireland from 1798 to the present. Special emphasis will be placed on Irish Independence and the strife that plagued Northern Ireland in the last decade of this century.

HUM554: The Irish Diaspora. An examination of Irish immigration to the United States, Great Britain, Canada and Australia from the time of the potato famine to the 1990s. The Irish involvement in politics, foreign affairs, and religion will be emphasized.

HUM580-589: Special Topics. Students explore topics of special interest to the humanities.

HUM590: M.A. Thesis. The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Based on Turabian, 5th edition (1987), the thesis will be worth six (6) credits and will require between 80 and 100 pages of exposition.

HUM598: Ph.D. Orientation. This course provides an orientation to our Ph.D. program in the humanities. Focusing on six humanities disciplines and the human effects of technology, this course previews the specialty or concentration, CORE courses, and dissertation proposal process. **Note:** Permission of the Ph.D. Director is required for enrollment.

HUM599: Independent Study/Research. These research courses are intended for directed study of independent topics in the humanities. Proposals for such study are to be reviewed and approved by the faculty supervisor, program director, and Vice President for Academic Affairs.

ARTS AND SCIENCES

DOCTOR OF PHILOSOPHY Humanities (Ph.D.)

PURPOSE AND VALUE OF THIS DEGREE

This Ph.D. program is essentially an interdisciplinary investigation of the challenging question: "What does it mean to be human in an age of advanced technology?" This question can be addressed from the viewpoints of art, ethics, literature, human resource management, philosophy, religion, and other disciplines. In one form or another, this theme commands the attention of thoughtful persons as we approach the twenty-first century, which will provide even greater and more challenging dilemmas related to advanced technology.

The crucial question of what it means to be human is addressed from the viewpoints of the humanities because these subjects represent Salve Regina's academic forte, a major focus of its mission, and a discipline that engages numerous scholars. The fields of art, ethics, literature, management as an art, philosophy, and religion all enhance this investigation of the human implications of technology.

Cognizant of the need to integrate scholarly knowledge into the whole personality, Salve Regina University has developed this Ph.D. program in the humanities as a means of fostering such integration among its students and faculty. This program represents a serious contribution to the resolution of the technological challenges of the twenty-first century.

During their courses, especially the 600-level core courses, doctoral students relate the humanities approach to their earlier master's studies, professional expertise, life experience, and Ph.D. specialty. Thus, these courses integrate previous and current knowledge or expertise into a humanities investigation of the implications of advanced technology on human life and culture. This integration leads to focused research as required for the doctoral dissertation.



REQUIREMENTS FOR ADMISSION

Applicants are required to provide (1) an approved master's degree with an average of B or higher, (2) GRE or MAT scores if the master's degree was earned more than five years before applying, (3) transcripts of all previous studies, (4) three letters of recommendation that address the applicant's ability to succeed in Ph.D. work and (5) a current resume. A personal interview must also be arranged, during which the applicant explains orally and in writing her or his background and goals in seeking this degree.

COMPONENTS BEYOND THE MASTER'S DEGREE(S)*

- (1) prerequisites, if any (determined individually)
- (2) proficiency in computer usage and a second language
- (3) 13 courses*, including seven (7) core courses
- (4) comprehensive examination based on the core courses
- (5) Dissertation Research and Writing (HUM 690).

* **Note:** Having more than one graduate degree may reduce the number of required courses.

Three Separate Phases

- I. **PRE-MATRICULATION PHASE:**
inquiry, application, discussion, personal interview, two proficiencies, admissions approval, and preliminary courses
- II. **MATRICULATION PHASE:**
any prerequisites, matriculation meeting, all courses, and a comprehensive examination (based on the core courses)
- III. **DISSERTATION PHASE:**
proposal/research/writing/defense while enrolled in HUM 690 (Dissertation Research) each fall and spring until Ph.D. is conferred.

STUDENT SPECIALTY OR CONCENTRATION

Based on preparation gained in master's degree studies, life experience, and through professional expertise, the candidate pursues a specialty in an area related to the proposed dissertation topic. This concentration, depending on the student's background and interests, can be selected from fifteen or more disciplines available at this university.

Explored through three or four related courses, this specialty must support the proposed dissertation topic. The concentration provides additional knowledge of a particular subject, helps elucidate the dissertation topic, and focuses research on the dissertation topic. This theme may also become the focus of postdoctoral research and/or teaching.

RESEARCH CULMINATING IN THE DISSERTATION

In initial courses, students begin to investigate the effects of advanced technology on modern society. Proficiencies in computer usage and a second language enable them to broaden their research. The core courses and comprehensive exam require them to integrate their research within the perspectives of the humanities. The results of this research are expounded and defended in the formal dissertation.

This dissertation requires advanced research and access to national and international databases where a second language will be useful. Preparatory work includes research papers written for all courses and the proposal of a specific dissertation topic related to the goals of this Ph.D. program. This proposal must be reviewed and approved by the dissertation committee, program director, and Vice President for Academic Affairs.

CORE COURSES

The seven 600-level core courses form the essence of this doctoral program. Each course focuses a humanities discipline (art, ethics, literature, management as an

art, philosophy, or religion) on the human implications of advanced technology. Thus, each core course helps address a significant dimension of what it means to be human in an age of advanced technology.

WRITTEN COMPREHENSIVE EXAMINATION

After completing two proficiencies, any prerequisites, and the 13 courses, the student demonstrates a broad understanding of the salient aspects of this program during the comprehensive examination. This three-day test, based on the seven core courses, requires the Ph.D. student to relate the general goals of the program to specific questions. Appropriate citations, program integration, and personal evaluation are required in this written comprehensive examination.

C.A.G.S. (CERTIFICATE OF ADVANCED GRADUATE STUDIES) IN HUMANITIES

Students who pass the Ph.D. written comprehensive examination are eligible to apply for the C.A.G.S. (Certificate of Advanced Graduate Studies) in the humanities. Students must then file for a Certificate of Advanced Graduate Studies from Salve Regina University by the last business day of December. C.A.G.S. certificates are awarded at the following May Commencement.

MAINTAINING CANDIDACY STATUS UNTIL THE Ph.D. IS EARNED

Success in the comprehensive examination allows a candidate to move into Phase III: dissertation research and writing. During this phase, the candidate enrolls in Dissertation Research & Writing (HUM 690) until the dissertation has been officially accepted by the University. Based on work done on the dissertation, students earn a Pass or Fail (P/F) grade for this course each semester.

RESEARCH, WRITING, AND PUBLIC ORAL DEFENSE OF THE DISSERTATION

Following approval of the dissertation proposal, the Ph.D. candidate works under the guidance of the ad hoc committee to research and write a scholarly dissertation. The topic and approach must represent an original contribution to knowledge within the scope of this Ph.D. program. With the approval of the Vice President for Academic Affairs, the candidate is then scheduled for a public oral defense of the dissertation. Following final revision, the dissertation will be presented in accordance with the policies, standards, and guidelines of the University for acceptance in partial fulfillment of the Ph.D. in the humanities.

TIME ALLOWED FOR THE DISSERTATION

As a rule, a student has seven (7) years to complete the Ph.D. dissertation. Depending on circumstances, some students may finish in less time while others may need to request an extension beyond seven years. This request, which will require a written rationale, will receive careful evaluation. If granted, the extension will be for one year only.

COURSE DESCRIPTIONS

I. Prerequisite 500-Level Courses

500: Research Seminar. In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research projects. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation of methods, research designs and their inherent threats in internal and external validity, sampling techniques, data collection methods, and ethical considerations. **Note:** This prerequisite course must be taken at the start of the program.

510: A History of Technology. This course investigates the impact of technology on the human condition

throughout the course of history. Considered in this investigation are advances in technology based on human ingenuity, observation, and experimentation. Practical examples will be taken from such fields as agriculture, communication, education, manufacturing, medicine, and business.

598: Ph.D. Orientation. This course provides a practical introduction to Salve Regina University's doctoral program in the humanities. Focusing on readings in the humanities that investigate the human implications of technology, the course provides insights on integrating the student's concentration, academic and professional background, and the core courses. Students prepare a research paper on their dissertation topic in compliance with the Turabian style manual, 5th edition (1987).

II. Specialty or Concentration Courses

Students propose six to eight 500-level courses in the area of their specialty or concentration. From this group they are guided to select three or four courses (depending on their background). These specialty courses should relate to the student's dissertation topic and assist the student in gaining additional insights on this topic. The areas from which students can propose their specialty are listed in the Table of Contents of this Graduate Catalog.

III. Core (600-Level) Courses

600: Philosophical Perspectives on the Information Age. This course provides opportunities for the student to investigate technology in historical context as the organization and institutionalization of knowledge for practical purposes. This investigation proposes to assess the impact of technology on the traditional human wisdom that has served as a stabilizing force throughout history.

601: The Religious Component of Culture. This course examines the relationship between religion and culture in the real world of constant historical change and invincible cultural pluralism. Particular attention is given to Christianity in the modern Western world, with some reference to the primal religion of a tradi-

tional (pre-literate) African society. Topics include ethnicity, culture, historicity, faith, ideology, technology, prayer, symbol, ritual, religion, church, ecumenism, sacrifice, politics, and alienation.

602: Social and Strategic Management. Social and organizational complexities have increased exponentially through technological advances. The modern manager must attain strategic goals without causing alienation in the workplace. Students and faculty explore experiential modalities for moving toward that realization by encouraging the development of the contemplative executive.

603: Social Transformation through Art. In this course, students examine social change as reflected in and caused by the imagery of art. This course critiques apparent contradictions among art, technology, and philosophical ideas expressed during periods of significant technological progress.

604: Ethics and Modern Technology. Guided by the key principles of traditional Western ethics (human dignity, justice, freedom, goodness, and truth-telling), this course considers how modern technology affects the experience of being human. Selected moral questions arising from the use of science-based and capital-driven technology are examined, e.g., the search for a more comprehensive ethic than the cost-benefit calculations of popular utilitarianism.

605: Modern Literature and the Human Condition. This course studies modern literature as a reflection of diverse attitudes toward contemporary life. Students will read and discuss a range of significant writers whose drama, fiction, and poetry illuminate the human situation in the twentieth century.

606: Technology and the Human Condition (Capstone Course). This course is the ultimate preparation for the comprehensive examination and for admission into the dissertation phase. Students and faculty seek to create a synthesis on the human condition in relation to the influences of advanced technology.

690: Dissertation Research and Writing. This course, to be taken each fall and spring until final dissertation acceptance, guides the candidate through the process of researching, writing, revising, and defending the dissertation.

* **Note:** This Ph.D. program is accredited by the New England Association of Schools and Colleges (NEASC).

ARTS AND SCIENCES

MASTER OF ARTS International Relations

RATIONALE

With the dawn of the twenty-first century, dynamic changes have occurred, and others are taking place that will impact on virtually every person in the world community of nations. The prospects for peace over war, for economic well-being over poverty, and for fulfillment of certain political, social, and cultural aspirations influence the relations of states and continue to challenge the emerging new world order. It is in this context that the International Relations program focuses on the world not only as it is, but also as it should be in light of the enduring central values of the world's great civilizations. The courses, designed for graduates seeking a broader and deeper understanding of the contemporary world, will help prepare them for their role in the increasingly interdependent world of the twenty-first century.

The chief focus of the program is a search for new avenues to global harmony and justice. Courses in the program, however, are designed to meet the individual needs of students and help them prepare for or enhance their careers in government, international organizations, business, finance, teaching, research, or further study.

REQUIREMENTS

The student is recommended for the Master of Arts degree in International Relations upon successful completion of all requirements and an approved program of thirty-six (36) credit hours. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in International Relations.



REQUIRED COURSES

The following six (6) core courses are required:

- INR/HUM500:** Research Seminar
- INR/HUM501:** Ethical Perspectives on Global Issues
- INR502:** Foundations of International Relations
- INR503:** International Organizations
- INR504:** International Law
- INR/MGT538:** Global Business

REGIONAL STUDIES

Four (4) courses are required from among the following:

- INR514:** Western European International Relations
- INR518:** Russia and Eastern European Politics
- INR524:** Africa's Global Perspectives
- INR528:** China, Japan, and the Pacific Rim
- INR535:** Central Asia and India: Foreign Policy Concerns
- INR550:** North America in the New World
- INR561:** Contemporary Problems in Central and South America
- INR586:** Politics of the Middle East

ELECTIVE COURSES

Students must earn six (6) graduate credits from among the following:

- INR522:** Political Economic Development
- INR523:** Comparative Political Analysis
- INR568:** Contemporary International Issues
- INR571:** International Human Rights

INR574:	International Crime
INR580-589:	Special Topics and/or Seminar
INR590:	Thesis, equivalent to six (6) graduate credits

FIVE-YEAR PROGRAM

The University offers an accelerated program of study leading to both a bachelor's degree and a master's. This program is designed for the University's highly motivated and qualified undergraduates. Eligibility for the program requires advance planning and coordination of the undergraduate and graduate curricula. Candidates for the program must apply to the Graduate School by the end of their junior year. Successful applicants should expect to begin taking graduate courses for graduate credit by the first semester of their senior year. All acceptances are conditioned on the successful completion of the undergraduate degree.

A unique opportunity is offered to students pursuing undergraduate studies in Politics, Economics, or History. Such students may take four International Relations courses in their senior year, and have two INR course (six credits) applied to their undergraduate degree. The Accelerated Master of Arts degree in International Relations requires 30 credits after the B.A.

STUDY ABROAD PROGRAM

Graduate courses for study abroad may be arranged through the student's ad hoc committee from a variety of programs outside the United States.

FOREIGN LANGUAGE PROFICIENCY

Foreign language proficiency is strongly recommended and may be required by the student's ad hoc committee when such proficiency is deemed appropriate for the student's career goal. French, Spanish, and Italian language courses are offered, and opportunities exist to achieve proficiency in other languages. Credit for language study is not counted toward the graduate degree in International Relations.

COURSE DESCRIPTIONS

Required Courses

INR/HUM500: Research Seminar. In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research projects. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. Note: This course must be taken in the first year of the program.

INR/HUM501: Ethical Perspectives on Global Issues. Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

INR502: Foundations of International Relations. Students explore the salient issues involving conflict or cooperation in contemporary international politics. The major topics include nation-state systems; struggle for power among nations; continuities and changes in current international relations; the role of diplomacy, ideology, economics, military force, war, nuclear weapons, international law and organizations; the quest for community; and the relationship of moral and religious values to some of the problems of international relations.

INR503: International Organizations. Students explore, by analytical overview, the background, theory, and performance of international organizations. With the sharply changing nature of global problems, international organizations are evaluated from the twentieth-century perspective, concentrating on the role and functions of the United Nations and the emerging pattern of the European communities. Students examine international economic organizations, international regimes, and regional military alliances, and they consider the future prospects for international organizations and the state system.

INR504: International Law. Students examine the role international law plays in today's dynamic world. Topics include the ever-evolving concepts of legal order, jurisdiction, territoriality, nationality, extradition, and sovereignty over land, sea, and air space, as well as the broadening impact of human rights, statehood, diplomacy, treaties, and international economic regulations. Students examine, too, the ongoing quest to regulate the use of force, including United Nations peacekeeping operations.

INR/MGT538: Global Business. The course content includes the backgrounds, patterns, and practical operations of global business. Topics include transnational corporations, global trade, and global financial flows. The interactions between business policies and the host country's sociopolitical and economic environment are investigated.

REGIONAL STUDIES

INR514: Western European International Relations. Students examine the international relations of Western European states since 1945. They study the major economic, political, military, and cultural factors influencing the relations of these states among themselves and with the rest of the world. The geopolitical implications of Western European security, as well as the integration of the European Community, are examined.

INR518: Russia and Eastern European Politics. Students establish a conceptual framework for understanding the international relations of the Eastern European states since 1945. Special attention is devoted to recent changes in the Russian government's approach toward foreign policy. The global impact of these developments is discussed.

INR524: Africa's Global Perspectives. This course seeks to analyze the fundamental factors influencing the relations of contemporary African states within the continent and with the outside world. Such factors as African social, economic, political, and cultural developments are considered, as well as reaction to African developments by non-African states.

INR528: China, Japan, and the Pacific Rim. Students examine the major political, economic, military, and cultural factors influencing the current relations of China and the Asian states. Special emphasis is on the broader Asian and global trends, including Japan and the developing impact of the Pacific Rim states.

INR535: Central Asia and India: Foreign Policy. Long divided between Russia and China, Central Asia has partially returned to the international system. Five ex-Soviet republics — Turkmenistan, Tadjikistan, Kyrgyzstan, Uzbekistan, and Kazakhstan — as well as Outer Mongolia must rapidly develop their weak economies, revive fragile cultures, and devise astute foreign policies if they are to survive. This course considers their history, politics, and relationship with neighboring states, stressing their impact upon the Indian subcontinent.

INR550: North America in the New World. Students will focus on the emergence of post-cold war North America, the subsequent changes in the international system of power since the collapse of communism, and the continuing demographic, political, economic, and social crises affecting the U.S., Canada, and Mexico with special emphasis being given to the United States. How the numerous contemporary problems of all three North American nations affect their foreign policy and relationship with each other will be considered.

INR561: Contemporary Problems in Central and South America. This course will focus on the major political, economic and social problems of late twentieth century Latin America as well as United States-Latin American foreign relations and issues of common hemispheric interest. Historical background will be provided as a framework for understanding current problems, and select countries will be examined in depth.

INR586: Politics of the Middle East. This course provides an analysis of contemporary issues facing the Middle East and their influence on global politics. The issues examined will include fundamentalism, cultural identities, economic pressures, and threat of political instability. The prospects for prosperity and political development at both the national and regional levels will be examined.

ELECTIVES

INR522: Political Economic Development.

Policies to promote economic growth result from the interplay of political, social, and economic forces. The range of differing outcomes and strategies for achieving them will be analyzed.

INR523: Comparative Political Analysis. How existing political systems are created, sustained, and overthrown. The dynamic interplay of political power, theories, and historical experience produce differing forms of government. What difference do these differences make in today's world.

INR568: Contemporary International Issues.

Major problems in international relations are analyzed in a seminar on a selected case-study basis. Topics include global concerns ranging from nuclear proliferation through international terrorism to world overpopulation, hunger, degradation of the global environment, and a new international economic order.

INR571: International Human Rights. Human rights, their nature and emerging concepts, are examined as well as basic needs and enforcement techniques. The role of human rights in U.S. foreign policy is explored, and the promotion and protection of human rights at the international, regional, and national level is also examined.

INR574: International Crime. Crimes that plague the world community are studied in this course. The study includes present-day piracy, drug traffic, aircraft hijacking/sabotage, hostage taking, terrorism, genocide, war crimes, and the international methods available to combat such crimes.

SPECIAL TOPICS, THESIS, AND INDEPENDENT STUDY

INR580-589: Special Topics and/or Seminar.

Students are provided with an opportunity to explore topics of special interest related to International Relations.

INR590: Thesis. The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: Approval by the student's ad hoc committee

INR591-599: Independent Study/Research. This research course is a directed study of independently selected topics in International Relations. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Vice President for Academic Affairs.

ARTS AND SCIENCES

MASTER OF SCIENCE Mathematics and Statistics

RATIONALE

The program leading to a Master of Science degree in Applied Mathematics and Statistics provides a balanced yet flexible opportunity for interested students to apply relevant mathematics and statistics to a variety of disciplines. The program contains a core set of mathematics and statistics courses that may be used in satisfying prerequisites for additional courses in these respective fields, or may be grouped with a set of courses in other disciplines for a broader-range interdisciplinary perspective.

Such a program allows students to utilize mathematical models and methods in the investigation of applications such as life sciences, information sciences, economics, and management. In addition, in a separate yet interrelated area, the use of probability and statistical models has provided deeper insights for researchers in their investigations involving science, education, engineering, business, actuarial studies, and medicine.

REQUIREMENTS

The student is recommended for the Master of Science degree in Applied Mathematics and Statistics upon successful completion of all requirements and an approved program of at least thirty-six (36) hours of graduate credit. When the student's program committee agrees that the candidate has completed all degree requirements satisfactorily the committee will recommend the conferring of the Master of Science degree in Applied Mathematics and Statistics.

PROGRAM OF STUDY

A core of twenty-eight (28) credits is required of all students as follows:



REQUIRED COURSES

- HUM500:** Research Seminar
- STA502:** Introduction to SAS
- STA510:** Mathematical Statistics I
- STA511:** Mathematical Statistics II
- STA512:** Applied Statistics I
- STA513:** Applied Statistics II
- MTH505:** Applied Linear Algebra
- MTH514:** Applied Differential Equations I
- MTH515:** Applied Differential Equations II
- MTH521:** Numerical Analysis I
- MTH531:** Applied Mathematical Methods I

SEMINAR, THESIS, AND INDEPENDENT STUDY

The student has the option to select courses from the Seminar, Thesis, and Independent Study category described below.

MTH/STA580-589: Special Topics. Students are provided the opportunity to study topics of special interest in applied mathematics or statistics. Topics would include the presentations of research papers, discussions on the philosophy and thinking of statistical methodologies, and the investigation of special interest topics in applied mathematics. Prerequisite: permission of program director

MTH/STA590: Thesis (3-6 credits). The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Students register for this course. The student defends the thesis before his or her ad hoc committee. Prerequisite: permission of program director

MTH/STA591-599: Independent Study. This course could involve directed research in an area of applied mathematics or statistics. It could also include participation in field work on a project in applied mathematics or statistics, when available.

The student, because of the interdisciplinary philosophy of the program, may select additional courses in one of the following areas:

Applied Mathematics

Statistics

Education

Health Services Administration

Information Systems Sciences

Management

A student, consistent with his or her professional interests, may request that the ad hoc committee structure a different program from those listed above. The structure of this new program must be approved by the program director. The student's ad hoc committee may select other graduate courses that are more appropriate for the student's program.

**ACTUARIAL EXAMINATION
PREPARATION**

A student who is interested in studying topics in Mathematics and in Probability and Statistics in anticipation of taking certain actuarial examinations, as described in the Society of Actuaries Associateship and Fellowship Catalog, may enroll in one of several course offerings in the program. Applied Linear Algebra (MTH505), Mathematical Statistics (MTH510, MTH511), Applied Statistics (STA512, STA513), Time Series (STA520), and Numerical Analysis (MTH521, MTH522) all contain topics that would be of benefit for students preparing for the pertinent Actuarial Series Course Examination.

In addition to the course materials, the program will offer a series of practice examination workshops to assist those students in preparation for a particular Actuarial Examination. These workshops will include a review of questions asked on previous Exams.

APPLIED MATHEMATICAL SCIENCES

COURSE DESCRIPTIONS

MTH505: Applied Linear Algebra. Students investigate matrices and linear systems, linear spaces, eigen-

values and eigenvectors, matrix factorization, applications, and numerical linear algebra (in MATLAB).

Prerequisite: Standard calculus sequence

MTH506: Complex Variables. Students study complex numbers, analytic functions, complex integration, infinite series, conformal mapping, and applications of complex analysis. Prerequisite: Standard calculus sequence

MTH511,512: Real Analysis I, II. Students study real numbers, metric spaces, convergent sequences, Cauchy sequences, continuous mappings, complete spaces, Banach spaces, linear transformations and their norms, Lebesgue integral, and Hilbert spaces. Prerequisite: MTH505

MTH514, 515: Applied Differential Equations I, II. Students investigate the theory and application of first order linear and nonlinear differential equations, existence and uniqueness of solutions, properties of solutions, higher order linear differential equations, linear systems, stability, and the Sturm-Liouville method. Prerequisite: MTH505 Master of Science in Accounting

MTH521,522: Numerical Analysis I, II. Students investigate algorithms used in scientific computing. Topics studied include polynomial interpolation, quadrature, systems of linear equations, nonlinear equations, direct and iterative methods, ordinary differential equations, and eigenvalue problems. This course combines theory and programming (in MATLAB), emphasizing fundamental principles more than applications. Prerequisite: MTH505 (may be taken concurrently)

MTH 523: Numerical Analysis III. Students investigate finite difference methods for the solution of partial differential equations. Topics studied include Fourier analysis, numerical stability, treatment of boundary conditions, multigrid methods, and preconditioning. This course combines theory and programming (in MATLAB), emphasizing fundamental principles more than applications. Prerequisite: MTH522

MTH531, 532: Applied Mathematical Methods I, II. The purpose of this course is to help students understand a wide variety of phenomena using mathe-

matics. Students study Fourier series, partial differential equations, and the calculus of variations. They also investigate the application and usefulness of mathematical models to solve problems in the life sciences, engineering, and economics. Prerequisite: MTH515 or permission of Program Director

STATISTICS

HUM500: Research Seminar. In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research projects. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation of methods, research designs and their inherent threats in internal and external validity, sampling techniques, data collection methods, and ethical considerations. Note: This course is to be taken at the start of the program.

STA502: Introduction to SAS. This one-semester hour course will familiarize the student with the workings of the SAS statistical software package that runs under "Windows" on the DEC Local Area Network. Activities include, but are not limited to, understanding fundamental concepts, using the SAS Display Manager system, writing programs, debugging programs, entering and accessing data, creating reports, and producing charts and plots.

STA510: Mathematical Statistics I. The course content includes axioms of probability, random variables, classical probability distribution moments and moment generating functions, modes of convergence, limit theory for sums of independent random variables, and derived probability distributions. Prerequisite: Standard calculus sequence

STA511: Mathematical Statistics II. The course content includes derived sample probability distributions, point and interval estimations, hypothesis testing, and statistical decision theory. Prerequisite: STA510

STA512: Applied Statistics I. The course content includes statistical analysis and interpretation of data-

estimations analysis, hypothesis testing, decision analysis, and analysis of categorical data. Emphasis is on utilization of real-life data and the use of statistical package programs. Prerequisite: Introductory course in statistics, some knowledge of the use of statistical package programs, or permission of instructor

STA513: Applied Statistics II. The course content includes the study and use of regression and analysis of variance procedures. Emphasis is on statistical model designs and testing of real-life data. Students will implement statistical procedures using SAS software. Prerequisite: STA512 or equivalent

STA514: Non-Parametric Statistics. Topics include methods of non-parametric/distribution-free statistics, order statistics, and tolerance regions. Emphasis is on analyzing data when classical statistical methods are not applicable. Prerequisite: STA512 or equivalent

STA516: Sampling Methods. Students examine sampling versus total enumeration, planning of a survey or an experiment, and statistical sampling methods—simple, stratified, systematic, cluster, and multistage sampling. Emphasis is on the design and implementation of real-life cases. Prerequisite: STA512 or equivalent

STA518: Applied Multivariate Analysis. Topics include multivariate normal distributions—its properties and inference, multiple and partial correlation analysis, principal components and factor analysis, and analysis of covariance. Emphasis is on applying these methods using the computer. Prerequisite: STA511 and STA513

STA520: Time Series Analysis. Students examine applications of discrete time series models—autoregressive, moving average, or autoregressive and moving averages. Topics also include formulation and testing of such models for forecasting real-life data, filtering techniques, updating, and goodness of fit. Emphasis is on the development of the models using computers. Prerequisite: STA513 or equivalent

BUSINESS

MASTER OF SCIENCE Accounting

RATIONALE

There is a growing need for better educated and more committed accounting professionals. Accounting firms and corporations are seeking individuals who have not only the technical competence to perform necessary services, but who also have the ability to analyze and evaluate complex business problems, as well as the interpersonal skills and maturity to make decisions in a service-oriented environment. The Master of Science in Accounting program is designed to provide the student with the technical competence and the analytical and communication skills necessary for success in the accounting profession.

The faculty members of the graduate accounting department are certified public accountants with graduate degrees and extensive experience in both large and small businesses. Satisfactory completion of the required accounting courses provides eligibility to sit for the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) examinations.

REQUIREMENTS

The student is recommended for the Master of Science degree in Accounting upon successful completion of all requirements and an approved program of forty-two (42) hours of credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Accounting.

The program of study consists of fourteen (14) courses across an Accounting Core and a Business Core as follows:

Accounting Core

The student completes nine (9) required courses in Accounting.



Business Core

The student completes five (5) courses in Business:

MGT500: Business Research Methods

MGT540: Ethics for Managers

and three (3) Business electives, to be determined jointly by the student and the program director.

COURSE DESCRIPTIONS

ACC501: Intermediate Accounting I. Course topics are generally accepted accounting principles and an in-depth study of financial statements focusing on current assets. Prerequisite: Accounting Principles I, II

ACC502: Intermediate Accounting II. This course includes more difficult problems in specialized areas such as fixed and intangible assets, current and long-term liabilities, and stockholders' equity. Prerequisite: ACC501

ACC503: Intermediate Accounting III. Topics include statement of cash flow, deferred taxes, pensions, leases, earnings per share, and accounting changes. Prerequisite: ACC502

ACC510: Managerial Accounting. Topics include cost-volume-profit relationships, job order, variable and absorption costing, budgeting, standard costing, and process costing systems. Instruction emphasizes basic concepts involving cost accumulation and cost for planning and control. Prerequisite: Accounting Principles I, II

ACC520: Federal Income Taxes I. A study of the basic components of taxable income for individuals including deductions, inclusions, exclusions, gains and losses, and tax credits. This course also covers sales and exchanges of property, including nontaxable exchanges. Prerequisites: Accounting Principles I, II

ACC521: Federal Taxes, Advanced. This course covers taxation of C corporations, S corporations, and estate/gift

taxes. Students perform tax research using automated databases. Prerequisite: ACC 520

ACC530: Advanced Accounting. Course content includes principles and practices of fund accounting as it applies to municipalities, educational institutions, hospitals, and similar organizations. The preparation of financial statements for partnerships and consolidated groups of controlled corporations is also of major importance. Prerequisite: ACC503

ACC540: Auditing. A study of the duties and responsibilities of an auditor. Topics include standards, ethics, legal liability, planning, risk, evidence, internal controls, substantive testing, and audit reports. Students analyze real-world case problems throughout the course. Prerequisite: ACC502

ACC550: Accounting Theory and Practice. This course deals with real-world issues in financial planning and analysis. It involves formal preparation of reports such as business plans and detailed financial analyses. Students use accounting software to record, summarize, report, and analyze financial information. Prerequisite: ACC503

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. Note: This course should be taken in the first year of graduate studies.

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

COMBINED BACHELOR'S AND MASTER'S DEGREE PROGRAM

Salve Regina University's program of accelerated study leads to both the bachelor's degree and the master's degree. This program is designed to encourage highly motivated students to pursue an advanced degree in Accounting, after obtaining a bachelor's degree in any other discipline. The course of study conforms to requirements of the AICPA and most boards of accountancy, which specify a minimum of one hundred and fifty (150) credit hours of education.

The total credits are one hundred twenty-eight (128) for the bachelor's degree and thirty-six (36) for the master's degree. Students who pursue the suggested plan of study will complete the undergraduate requirements and one-third of the graduate work at the end of the fourth year.

Pursuing both a bachelor's and a master's degree necessitates careful planning of the student's academic program. Students must contact the Chair of the Accounting Department as soon as they determine their interest in order to ensure coordination between the student's undergraduate and graduate curricula. It is best for business majors to make the decision by the end of sophomore year. Others should do so by the end of the first year. Completing the program could entail taking courses on overload or in summer session.

Students should apply for admission to the graduate program in the first semester of senior year. After submitting the complete application, the student will be interviewed by a committee composed of Accounting faculty. Upon the favorable recommendations of this committee, the student is accepted as a provisional graduate student in the second semester of the senior year.

After receiving the bachelor's degree, the student should contact the Graduate Studies Office to schedule a program committee meeting in order to complete the admissions and matriculation process for a master's degree.

BUSINESS

MASTER OF ARTS

Human Resource Management

RATIONALE OF THE PROGRAM

This program is designed to provide a new approach to leadership and managerial education. In recognition of the fact that many of the problems encountered in organizational settings revolve around the interaction of people, this curriculum provides the student with insight and education in human development, social values, ethics, and behavioral dynamics and their relationship to the management process. This program is recommended particularly for those students interested in human resource management or are working in not-for-profit organizations.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Human Resource Management upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Human Resource Management.

The student's program of study for the Master of Arts in Human Resource Management consists of thirty-six (36) graduate courses taken from the Management and Holistic Counseling curricula.

FIVE-YEAR PROGRAM

The University offers an accelerated program of study leading to both a bachelor's and a master's degree. This program is designed for the University's highly motivated and qualified undergraduates. Eligibility for the program requires advance planning and coordination of



the undergraduate and graduate curricula. Candidates for the program must apply to the Graduate School by the end of their junior year. Successful applicants should expect to begin taking graduate courses for graduate credit by the first semester of their senior year. All acceptances are conditioned on the successful completion of the undergraduate degree.

PROGRAM OF STUDY

The program consists of ten (10) Management courses and two (2) Holistic Counseling courses.

Management requirements

- MGT500:** Business Research Methods
- MGT501:** Organizational Theory and Behavior
- MGT503:** Law & Business Organizations
- MGT509:** Management of Human Resources
- MGT540:** Ethics for Managers: Theory and Practice
- MGT558:** Current Topics in Human Resource Management
- MGT559:** Legal Issues in the Workplace
- MGT560:** Labor Relations
- MGT567:** Creative Problem-Solving in Organizations

Management Elective

(Select one of the following.)

- MGT518:** Principles of Economics
- MGT530:** Marketing Management
- MGT538:** Global Business
- MGT561:** Financial Management

Holistic Counseling Requirements

- HLC532:** Psychology of Group Processes
- HLC573:** Human Relations Lab I: Dynamics of Human Behavior

COURSE DESCRIPTIONS

MGT500: Business Research Methods: This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. NOTE: This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior: This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and examination of the human factor in organizational dynamics will be considered. Note: This course must be taken in the first year of graduate studies.

MGT503: Law and Business Organizations. Course content will concentrate on the legal aspects of business organizations. The law controlling agency, partnerships, and corporations will be examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function including recruitment, selection, development, utilization and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT518: Principles of Economics. This course provides a survey of micro- and macroeconomic theory with an emphasis on material vital to managerial decision-making. Consideration will be given to the economic behavior of firms, in particular, price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade will be addressed. Prerequisite: PRE518 or equivalent

MGT530: Marketing Management: Students surveys the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distributing, advertising, and sales management. Background material will enhance case analysis in weighing marketing factors in management.

MGT538: Global Business. The course content includes the background, patterns, and practical operations of global business. Topics include transnational corporations, global trade, and global financial flows. The interactions between business policies and the host country's sociopolitical and economic environment are investigated.

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western Philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, the person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT558: Current Topics in Human Resource Management. This course is designed to expose students to a wide array of human resource management issues. Emphasis will be placed on compensation management and employee benefit program objectives, design, and funding.

MGT559: Legal Issues in the Workplace. This course is designed to acquaint students with the laws and regulations that must be considered in human resource decision-making. Topics include the Fair Labor Standards Act, EEO and affirmative action, sexual harassment, family leave, the Americans with Disabilities Act, substance abuse, and various aspects of employee relations.

MGT560: Labor Relations. Students investigate collective bargaining as a dynamic, ongoing process. A process model of collective bargaining will be developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted.

MGT561: Financial Management. Students become acquainted with the tools and instruments employed by financial managers in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry. To this end, the investment, financing, and evaluator decisions of various economic units are investigated. The objective is to show the application of financial theory to current management issues. Prerequisite: PRE561 or equivalent or permission.

MGT567: Creative Problem-Solving in Organizations. This course is designed to address the topic of creativity in various organizational settings. At this moment in history, public and private sector organizations are faced with domestic and international challenges which require the ability to adapt rapidly to continuous change. Creativity in any enterprise is vital to its continued existence. The course will employ a variety of teaching modalities to examine the qualities of creativity, strategies for its development, and methods of incorporating creative problem solving into professional responsibilities.

MGT580: Special Topics. Students are provided with an opportunity to explore topics of special interest related to Management.

MGT591: Independent Study/Research: This research course is a directed study of independently selected topics in Management. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Vice President for Academic Affairs.

HOLISTIC COUNSELING COURSES

HLC532: Psychology of Group Processes. Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.

HLC573: Human Relations Laboratory I:

Dynamics of Human Behavior. The research strongly suggests that clients are left either better or worse by counseling interventions. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own vulnerability, living the interpersonal relations skills at a high or a low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

GRADUATE CERTIFICATE PROGRAM IN HUMAN RESOURCE MANAGEMENT

RATIONALE

The Graduate Certificate Program in Human Resource Management is designed to respond to the growing need for professional growth and development in an atmosphere of rapid change. Global competition and the evolutionary dynamics of a market economy require the modern worker to both sharpen existing skills and expand into new areas. Graduate certificate programs offer opportunities for those who desire improvement without formal pursuit of a master's degree.

REQUIREMENTS

Students must have obtained a bachelor's degree from an accredited institution of higher learning. Students with substantial life experience may petition for a waiver of this requirement. The student is awarded the certificate in Graduate Studies after successful completion of fifteen (15) graduate credit hours earned in an approved certificate program. Graduate credits may be eligible for application toward a degree conferred by the University.

**CERTIFICATE IN
HUMAN RESOURCE MANAGEMENT**

Select five of the following:

- MGT501:** Organizational Theory & Behavior
- MGT509:** Management of Human Resources
- MGT540:** Ethics for Managers
- MGT558:** Current Topics in Human
Resource Management
- MGT559:** Legal Issues in the Workplace
- MGT560:** Labor Relations
- MGT567:** Creative Problem-Solving in Organizations

BUSINESS

MASTER OF SCIENCE Information Systems Science

RATIONALE

The Master of Science program in Information Systems Science provides learning opportunities for students interested in acquiring an understanding of current and evolving information systems technology, its impact on organizations and society, and its ethical use in achieving organizational objectives. The program prepares students with little prior information systems knowledge for entry into the field in technical, managerial, or sales/marketing positions and students with systems experience for advancement to positions of greater responsibility. The MS/ISS curriculum is developed in consonance with recommendations of the ISS Industry Advisory Council, a group of Rhode Island information systems executives.

REQUIREMENTS

The student is recommended for the Master of Science in Information Systems Science upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend conferring the Master of Science degree in Information Systems Science.

Students entering the program with no prior ISS academic credits or work experience in information systems must take the twelve (12) core courses to complete the requirements. Electives are available only to students qualifying for exemption from one or more core courses. A student may petition to substitute an elective for a core course based on academic credit or responsible work experience in the systems field.



REQUIRED COURSES

- ISS/MGT500:** Business Research Methods
- ISS/MGT540:** Ethics for Managers: Theory and Practice
- ISS501:** Applications Development I
- ISS502:** Advanced Application Programming
- ISS510:** Database Management Systems
- ISS511:** Applications Development II
- ISS520:** Database Application Development
- ISS522:** Information Technology and Organizations
- ISS530:** Operating Systems
- ISS532:** Business Data Communications
- ISS534:** Knowledge-Based and Decision Support
- ISS550:** Information Resource Management

ELECTIVES

- ISS521:** Accounting Information Systems
- ISS542:** Software Project Management
- ISS580-589:** Special Topics

COURSE DESCRIPTIONS

ISS/MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings.

ISS/MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

ISS501: Applications Development I. This is the first of a two-course sequence that examines applications development methodology. Topics in this course include information systems planning in support of the organization's objectives, determination of requirements, an introduction to software project management, modern structured analysis, and preliminary design. A computer-aided software engineering (CASE) tool is used to support the analysis and design functions.

ISS502: Advanced Application Programming. In this course, students are required to develop, code, test, and implement an application system. Emphasis is given to structured programming techniques, data structures, the user interface, and file-processing techniques. Prerequisite: Three (3) credits of C at the undergraduate level or permission of the instructor

ISS510: Database Management Systems. The student has an opportunity to learn the theoretical basis for database management systems and develops practical working knowledge of a selected database management system. Emphasis is placed on the relational model. Prerequisite: ISS501 and ISS502 or permission of the instructor

ISS511: Applications Development II. This is a continuation of ISS501. Topics in this course include prototyping, event-driven design, object-oriented methodologies, conversion of legacy systems to a distributed environment and application maintenance. Client/server software is used to support these activities. Prerequisite: ISS501 or equivalent

ISS520: Database Application Development. The student uses contemporary software tools to develop a significant application in the database environment. The development encompasses design through implementa-

tion stages of the systems development cycle. Prerequisite: ISS510

ISS521: Accounting Information Systems. This is an elective course designed to serve both accounting and information systems students. Accounting and information concepts are studied in the context of their role in organizational decision making and control. Accounting information is presented in terms of the major subsystems of the typical business.

ISS522: Information Technology and Organizations. Students examine the interactions between information systems technology and the structure of organizations, particularly the impact that interactive access to information has had on traditional hierarchical structures and the additional alternative structures facilitated by information technology. The systems approach to understanding organizations is emphasized. Prerequisite: MGT500

ISS530: Operating Systems. Operating system concepts and design and how they relate to the coordinated functioning of a computer are the chief topics covered in the course. Specific topics include scheduling, memory management, data management, trends and alternatives in operating system design. Prerequisite: ISS502

ISS532: Business Data Communications. This course introduces the student to the concepts and practice of distributed processing. Topics include the fundamentals of data communications, wide area networks (WANs), local area networks (LANs), client server communications, network security, and network administration. The student accesses the internet as part of the course work.

ISS534: Knowledge based and Decision Support Systems. In this course, the student examines the fundamentals of acquiring knowledge and presenting it. Expert systems and other decision-support tools are developed in the context of supporting a business entity in functional areas and strategic planning. The student develops a PC-based expert system and uses a wide range of decision support techniques. Prerequisite: ISS502

ISS542: Software Project Management. Students apply the principles of project management to the software-development life cycle. Topics include personnel management in the project environment, cost estimation, productivity and quality metrics, resource management within the life cycle, software quality assurance techniques, software testing fundamentals, and software configuration management.

ISS550: Information Resource Management. In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for ISS students and must be taken in the last Spring semester of the student's program.

ISS580-589: Special Topics. These courses provide a structure for visiting faculty to offer subjects of timely interest to special groups of students and to keep the curriculum in step with the rapid change of information systems technology. The course content varies with each offering.

GRADUATE CERTIFICATE IN INFORMATION SYSTEMS

Students may elect to complete a graduate certificate program in lieu of the full MS/ISS. The following course of study is approved for Federal IRM professionals under the General Services Administration's "1000 by the Year 2000" program.

Six Courses Required

CORE REQUIREMENTS

- ISS501:** Applications Development I
- ISS510:** Database Management Systems
- ISS532:** Business Data Communications
- ISS550:** Information Resource Management

ELECTIVES

Two courses from the remaining ISS course offerings. Courses from the certificate program may be applied against the full degree requirements.

BUSINESS

MASTER OF BUSINESS ADMINISTRATION Business Administration

RATIONALE

The Master of Business Administration program is designed to prepare graduates for professional careers in organizations that are part of rapidly changing environments. With the globalization of the marketplace, increased emphasis on environmental matters, and concern for the ethical issues confronting today's business person, this curriculum provides students with technical knowledge and skills to address and appreciate these contemporary topics. This degree program is directed toward developing managers; it focuses on such important areas as finance, economics, accounting, ethics, organizational behavior, and strategic management. In keeping with the Christian tradition of the University, social purpose and humanization of the workplace are underlying values of the program.

REQUIREMENTS

The student is recommended for the Master of Business Administration degree upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Business Administration degree.

UNDERGRADUATE PREREQUISITE COURSES

The following courses are prerequisites for the program.

Area	Credits
Accounting I and II	6 or *PRE561
Economic Principles	6 or *PRE518
Quantitative Analysis or Calculus	6 or *PRE510



Undergraduate prerequisite courses may be taken at Salve Regina University or at another institution of higher education. The Program Director will certify the acceptability of all prerequisite courses.

*PRE COURSES

Salve Regina University offers MBA prerequisite courses through Graduate Extension Study (GES). PRE courses are not applicable to any degree offered by the university and have been specifically designed for MBA candidates of the university. Subject to the approval of the program director students may begin graduate-level courses before completing all prerequisites.

FIVE-YEAR PROGRAM

The University offers an accelerated program of study leading to both a bachelor's and a master's degree. This program is designed for the University's highly motivated and qualified undergraduates. Eligibility for the program requires advance planning and coordination of the undergraduate and graduate curricula. Candidates for the program must apply to the Graduate School by the end of their junior year. Successful applicants should expect to begin taking graduate courses for graduate credit by the first semester of their senior year. All acceptances are conditioned on the successful completion of the undergraduate degree.

PROGRAM OF STUDY

The program consists of twelve (12) courses and involves selecting one of four areas of concentration. Concentrations are available in Management, Accounting, Finance, and Information Systems Science (ISS).

MBA/Management**Management Requirements**

- MGT500:** Business Research Methods
MGT501: Organizational Theory & Behavior
MGT503: Law & Business Organizations
MGT509: Management of Human Resources
MGT510: Operations Research
MGT518: Principles of Economics
MGT530: Marketing Management
MGT538: Global Business
MGT540: Ethics for Managers
MGT561: Financial Management
MGT575: Strategic Management and Business Policy

Management Elective

(Select one from catalog offerings)

MBA Accounting**Management Requirements**

- MGT500:** Business Research Methods
MGT503: Law & Business Organization
MGT518: Principles of Economics
MGT538: Global Business
MGT540: Ethics for Managers
MGT561: Financial Management
MGT565: Portfolio Theory and Security Analysis
MGT575: Strategic Management and Business Policy

Accounting Requirements

- ACC501:** Intermediate Accounting I
ACC502: Intermediate Accounting II
ACC520: Federal Income Taxes I
ACC521: Federal Income Taxes Advanced

MBA/Information Systems Science**Management Requirements**

- MGT500:** Business Research Methods
MGT501: Organizational Theory & Behavior
MGT503: Law & Business Organizations
MGT518: Principles of Economics
MGT538: Global Business
MGT540: Ethics for Managers
MGT561: Financial Management
MGT575: Strategic Management and Business Policy

ISS Requirements

- ISS501:** Applications Development I
ISS532: Business Data Communications

- ISS534:** Knowledge-based and Decision Support Systems

- ISS550:** Information Resource Management

MBA/Finance**Management Requirements**

- MGT500:** Business Research Methods
MGT501: Organizational Theory & Behavior
MGT503: Law & Business Organization
MGT510: Operations Research
MGT518: Principles of Economics
MGT538: Global Business
MGT540: Ethics for Managers
MGT561: Financial Management
MGT565: Portfolio Theory and Security Analysis
MGT575: Strategic Management and Business Policy

Elective

(select two of the following)

- ACC520:** Federal Taxation I
ACC521: Federal Taxation II
ISS501: Applications Development I
MGT591: Independent Study/Research

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. Note: This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. In this course students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization. The human factor in organizational dynamics is also considered. Note: This course must be taken in the first year of graduate studies.

MGT503: Law & Business Organizations. The course content concentrates on the legal aspects of business organizations. The laws controlling agency,

partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, agent, shareholder, officer, and director. The course also exposes the student to a survey of the law of contracts, personal property, bailments, bankruptcy, commercial paper, and secured transactions.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT510: Operations Research. This course is an introduction to the use of quantitative methods in business decision making. Topics include linear programming, decision making under uncertainty, forecasting, queuing, and inventory systems. Prerequisite: PRE510 or equivalent

MGT518: Principles of Economics. This course provides a survey of micro- and macroeconomics theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms; in particular, price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed. Prerequisite: PRE518 or equivalent

MGT530: Marketing Management: Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distributing, advertising, and sales management. Background material will enhance case analysis in weighing marketing factors in management.

MGT538: Global Business. The course content includes the background, patterns, and practical operations of global business. Topics include transnational corporations, global trade, and global financial flows.

The interactions between business policies and the host country's sociopolitical and economic environment are investigated.

MGT540: Ethics for Managers. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT558: Current Topics in Human Resource Management. This course is designed to expose students to a wide array of human resource management issues. Emphasis will be placed on compensation management and employee benefit program objectives, design, and funding.

MGT559: Legal Issues in the Workplace. This course is designed to acquaint students with the laws and regulations that must be considered in human resource decision-making. Topics include the Fair Labor Standards Act, EEO and affirmative action, sexual harassment, family leave, the Americans with Disabilities Act, substance abuse, and various aspects of employee relations.

MGT560: Labor Relations. Students investigate collective bargaining as a dynamic, ongoing process. A process model of collective bargaining will be developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted.

MGT561: Financial Management. Students become acquainted with the tools and instruments employed by financial managers in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry. To this end, the investment, financing, and evaluation decisions of various economic units are investigated. The objective is to show the application of finance theory to current man-

agement issues. Prerequisite: PRE561 or equivalent or permission.

MGT565: Portfolio Theory and Security Analysis.

This course examines the investment process within the context of a market economy where financial markets serve to allocate resources. Topics include capital markets, risk and return, defining portfolio objectives, portfolio construction, the role of diversification, and individual security analysis.

MGT567: Creative Problem Solving in

Organizations. This course is designed to address the topic of creativity in various organizational settings. At this moment in history, public and private sector organizations are faced with domestic and international challenges which require the ability to adapt rapidly to continuous change. Creativity in any enterprise is vital to its continued existence. The course will employ a variety of teaching modalities to examine the qualities of creativity, strategies for its development, and methods of incorporating creative problem solving into professional responsibilities.

MGT575: Strategic Management and Business

Policy. This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the point of view of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives. Prerequisite: MGT561

MGT580: Special Topics: Students are provided with an opportunity to explore topics of special interest related to Management.

MGT591: Independent Study/Research: This research course is a directed study of independently selected topics in Management. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Vice President for Academic Affairs.

MBA/ACCOUNTING**COURSE DESCRIPTIONS**

ACC501: Intermediate Accounting I. The course topics are generally accepted accounting principles and an in-depth study of financial statements. Prerequisite: Accounting Principles I, II

ACC502: Intermediate Accounting II. The course topics are more difficult problems in specialized areas such as stockholders' equity and earnings per share. Prerequisite: ACC501

ACC520: Federal Income Taxes I. A study of the basic components of taxable income for individuals including deductions, inclusions, exclusions, gains and losses, and tax credits. This course also covers sales and exchanges of property, including nontaxable exchanges. Prerequisites: Accounting Principles I, II

ACC521: Federal Taxes, Advanced. This course covers taxation of C corporations and S corporations, and estate/gift taxes. Students perform tax research using automated databases. Prerequisite: ACC520

MBA/INFORMATION SYSTEMS SCIENCE**COURSE DESCRIPTIONS**

ISS501: Applications Development I. Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101.)

ISS532: Business Data Communications. Distributed data processing, local area networks (LAN), wide area networks (WAN) data communications, and network administration as applied to integrated

voice/data networks are topics treated in this course.
Prerequisite: ISS501

ISS534: Knowledge-based and Decision Support Systems. In this course, the student examines the fundamentals of knowledge acquisition and presentation. Expert systems and other decision support tools are developed in the context of supporting a business entity in functional areas and strategic planning. The student develops a PC-based expert system and uses a wide range of decision support techniques. Prerequisite: ISS502

ISS550: Information Resource Management. In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for the MBA/ISS program and must be taken in the last Spring semester of the student's program.

GRADUATE CERTIFICATE PROGRAMS IN MANAGEMENT

RATIONALE

The Graduate Certificate Programs in Management are designed to respond to the growing need for professional growth and development in an atmosphere of rapid change. Global competition and the evolutionary dynamics of a market economy require the modern worker to both sharpen existing skills and expand into new areas. Graduate certificate programs offer opportunities for those who desire improvement without formal pursuit of a master's degree.

REQUIREMENTS

Students must have obtained a bachelor's degree from an accredited institution of higher learning. Students with substantial life experience may petition for a waiver of this requirement. The student is awarded the

Certificate in Graduate Studies after successful completion of fifteen (15) credit hours. Graduate credits earned in an approved certificate program may be eligible for application toward a degree conferred by the University.

PROGRAM OF STUDY

Certificate programs are available in Financial Management, Human Resource Management, and Management. Prerequisite courses are required as described in the course description unless specifically waived by the instructor.

CERTIFICATE IN FINANCIAL MANAGEMENT

Select five of the following:

- MGT503:** Law & Business Organizations
- MGT510:** Operations Research
- MGT538:** Global Business
- MGT561:** Financial Management
- MGT565:** Portfolio Theory & Securities Analysis
- ACC520:** Federal Income Taxes I
- ACC521:** Federal Taxation, Advanced

CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

Select five of the following:

- MGT501:** Organizational Theory & Behavior
- MGT509:** Management of Human Resources
- MGT540:** Ethics for Managers
- MGT558:** Current Topics in Human Resource Management
- MGT559:** Legal Issues in the Workplace
- MGT560:** Labor Relations
- MGT567:** Creative Problem Solving in Organizations

CERTIFICATE IN MANAGEMENT

Select five of the following:

- MGT501:** Organizational Theory & Behavior
- MGT503:** Law & Business Organizations
- MGT509:** Management of Human Resources
- MGT530:** Marketing Management
- MGT538:** Global Business
- MGT540:** Ethics for Managers

HEALTH AND HUMAN SERVICES

MASTER OF EDUCATION

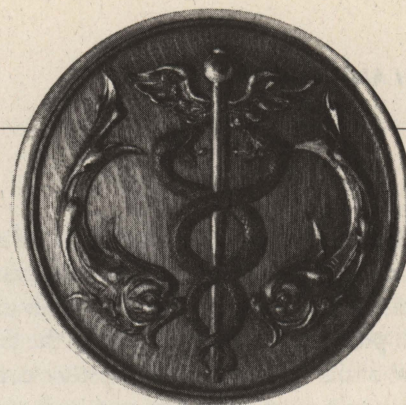
It is important for students to read carefully the course requirements and electives for each program and to observe that some courses are approved for Rhode Island lifetime certification — whether as required or as electives — for only one program, but others are approved for two programs, and in some cases even three.

RATIONALE

The Master of Education program is designed for certified teachers seeking continued professional development in their careers. The program was designed as a response to an assessment of needs survey completed by teachers and administrators in the New England region. The philosophy that undergirds the Master of Education program is that in the era of the expanding Information Superhighway, when knowledge is doubling every five years and before the year 2000 will be doubling every two years, teachers must become life-long researchers. They must be knowledgeable researchers in the subject areas they teach, in teaching and learning strategies, in the integration and teaching of technology, in human, holistic growth and development, and in every other dimension of education. The flexibility of the program allows individual candidates freedom to select courses to meet personal and professional needs. The program is committed to an ongoing process of development in response to the current, changing, and expressed needs of educators. These features combine to make this M.Ed. program unique, practical, and creative. This program is for certified teachers and does not provide initial teacher certification.

REQUIREMENTS

The student is recommended for the Master of Education degree upon successful completion of all



requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's program committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Education degree.

REQUIRED COURSES

All divisions of the program — whether early, elementary, or special education — require the successful completion of EDC500 and 530 courses, and thirty (30) graduate credits selected from courses listed below. It should be noted that Early Childhood Education requires three core courses and Special Education requires two reading courses.

EDC500: Introductory Research Seminar. This seminar will provide a structured and supportive environment in which the students will develop a mastery of the basic methods, manual and computer tools of research, and a unified approach to research papers required in all courses. The student is required to complete this course as the first course in the program or to secure the signed permission of the program director to enroll in another course first, as happens when the student begins the program during a summer session. This course requires the completion of a scholarly research study, completed according to the rules and standards of the 1994 edition of the APA Manual and the 1996 edition of the Educational Research Manual for the 21st Century. No student will be admitted to candidacy status unless this course has been successfully completed.

EDC530: Final Research Study Seminar. In this seminar the students will use the knowledge gained and the research done in all previous courses to complete a high quality research paper that addresses a specific, current, and significant topic. The problem should have potential for improving education in a practical

and systematic way in the student's school, school district, and regional settings. As students advance in the program, serious thought should be given to the research problem to be addressed and the teacher's approval of the problem in this capstone course. The research paper must follow the standards and rules outlined in the 1994 APA Manual and the Educational Research Manual for the 21st Century. Prerequisite: Completion of 30 hours of course work, candidacy meeting, and the approval of the Program Director.

ELECTIVES

Students, with their individual program committees, design an elective program primarily with a view to meeting the requirements for lifetime professional early childhood, elementary, and/or special education certificate in Rhode Island through transcript analysis. Second, students choose electives to meet their other educational needs and objectives. It is to the students' advantage to follow this course sequence in Language Arts: EDC501, 502, and 503, and this sequence in Math/Science: EDC521 and 527. The following electives have not been approved by the Rhode Island Department of Education for credit toward life certification in early childhood, elementary, or special education: EDC510 and 511. However, these courses may be very useful in enriching teachers' background in dealing with current young people and their challenges.

LIFETIME PROFESSIONAL CERTIFICATION

A total of six years of teaching experience in Elementary, Special, and Early Childhood education, of which three are in Rhode Island, is required for Lifetime Professional Certification in Rhode Island. Securing lifetime professional certification is the responsibility of the individual student.

CERTIFICATION IN RHODE ISLAND ELEMENTARY

A student who successfully completes a Master of Education program that includes five (5) of the courses listed below will meet the elementary requirement for

lifetime professional elementary certification in Rhode Island through transcript analysis.

- EDC501:** Contemporary Approaches to Teaching Reading and Writing across the Elementary School Curriculum
- EDC502:** Literature: An Integrated Approach to the Elementary School Curriculum
- EDC503:** Diagnostic/Prescriptive Techniques for Teaching Reading and Writing
- EDC505:** Teaching Special Needs Students in the Least Restrictive Environment
- EDC506:** The Gifted and Talented Student/Elementary: Challenge and Responsibility
- EDC516:** Collaboration in Special and Regular Education/ Elementary
- EDC519:** Language and Learning: Communication Disorders and Learning in the Classroom
- EDC520:** Earth Science and Physical Science: Inquiry Approaches for the Elementary School Classroom
- EDC521:** Elementary School Math and Science: An Integrated Approach
- EDC523:** Ecology/Environmental Education for Elementary School Teachers
- EDC526:** Contemporary Approaches to Teaching Social Studies/Elementary
- EDC527:** Mathematics for the Elementary School Teacher
- EDC532:** Advanced Study of Child Growth and Development
- EDC535:** Learning Process in Young Children and Learning/Teaching Methods
- EDC537:** Integrating the Creative Arts into the Childhood Curriculum
- EDC538:** Language Development in Childhood
- EDC540:** Incorporating and Teaching the Advancing Technologies across the Pre-K through Grade 6 Curriculum. This is a new course in the program.

**LIFETIME PROFESSIONAL
CERTIFICATION IN RHODE ISLAND
SPECIAL EDUCATION**

A student who successfully completes a Master of Education program that includes any five (5) of the eight (8) following courses and two (2) reading courses (EDC501 and 503) will meet the educational requirement for the lifetime professional special education certification in Rhode Island through transcript analysis. A total of six years of teaching experience, three of which are in Rhode Island, is also required.

- EDC505:** Teaching Special Needs Students in the Least Restrictive Environment
- EDC512:** At-Risk Children and Youth in Crisis, Including Special Needs Students
- EDC515:** Managing Special Needs Students
- EDC516:** Collaboration in Special and Regular Education/Elementary
- EDC517:** Students with Behavioral Disorders/Emotional Disorders
- EDC518:** Issues and Approaches for Educating the Deaf and the Hearing Impaired
- EDC519:** Language and Learning: Communication Disorders and Learning in the Classroom
- EDC541:** Issues and Approaches to Teaching the Blind and the Visually Impaired.

Reading

- EDC501:** Contemporary Approaches to Teaching Reading and Writing across the Elementary School Curriculum
- EDC503:** Diagnostic/Prescriptive Techniques for Teaching Reading

**LIFETIME PROFESSIONAL CERTIFICATION
IN RHODE ISLAND
EARLY CHILDHOOD**

A student with initial certification in Early Childhood who successfully completes a Master of Education program that includes the required three (3) core courses (EDC532, 533, and 534) and any two electives from the other six courses will meet the education require-

ment for the lifetime professional Early Childhood certification in Rhode Island through transcript analysis. If a student did his/her student teaching on the pre-K through grade two levels, she/he may follow these requirements to secure Early Childhood certification through transcript analysis. A total of six years of teaching experience, three of which are in Rhode Island, is also required for lifetime certification.

REQUIRED CORE COURSES

- EDC532:** Advanced Study of Child Growth and Development
- EDC533:** Early Childhood Curriculum
- EDC534:** Literacy Development in Early Childhood

ELECTIVES

- EDC535:** Learning Process in Young Children and Learning/Teaching Methods
- EDC536:** Parent-Family Communication and Involvement in Early Childhood Education
- EDC537:** Integrating the Creative Arts into the Childhood Curriculum
- EDC538:** Language Development in Childhood
- EDC539:** Strategies for Identifying, Assessing, and Intervening in the Education of Regular and Special Children.
- EDC540:** Incorporating and Teaching the Advancing Technologies across the Pre-K through Grade 6 Curriculum. This is a new course in the program.

MIDDLE SCHOOL ENDORSEMENT

For elementary school teachers to secure middle school endorsement, they must successfully complete the following: a course in middle school curriculum, advanced child growth and development, and fifteen (15) credits in the subject they plan to teach (the latter may be undergraduate or graduate credits).

For secondary school teachers to secure middle school endorsement, they must complete the following: a

course in middle school curriculum and adolescent growth and development. They will already have completed fifteen (15) credits in the subject they plan to teach.

COURSE DESCRIPTIONS

EDC500: Introductory Research Seminar. See page 47 for course description.

EDC501: Contemporary Approaches to Teaching Reading and Writing across the Elementary School Curriculum. Students examine the relationship between process reading and process writing. Reading strategies such as mapping, Directed Reading Thinking Activities, ReQuest, and Intra-Act procedures are integrated with methods of writing to learn, such as planning notebooks, portfolios, and learning logs. Organizing the classroom to allow for teacher/student collaboration and conferences is explored. Attention is given to children with special needs and children for whom English is a second language.

EDC502: Literature: An Integrated Approach to the Elementary School Curriculum. The use of children's and adolescents' literature as a means to integrating content areas is addressed. Hands-on construction of thematic units by course participants provides specific literature-based materials that enhance content areas as well as stimulate and motivate students. Attention is given to children with special needs and children for whom English is a second language.

EDC503: Diagnostic/Prescriptive Techniques for Teaching Reading and Writing. Students examine the use of formal and informal instruments or techniques to assess specific reading skills. Emphasis is on the use of methods and tools that help teachers focus on students' reading strategies, as well as perceptions of the reading process. Some methods examined are standardized tests, informal reading inventories, interviews, Think-Alouds, dictated stories, running records, observation, attitude and interest surveys, portfolios, and writing samples. Relevance of the results of these measures and implications for remedying of student weaknesses through student strengths are explored.

Attention is given to children with special needs and children for whom English is a second language.

EDC505: Teaching Special Needs Students in the Least Restrictive Environment. Students focus on teaching and managing exceptional students in the mainstream classroom. Characteristics of exceptional students are analyzed. Instructional strategies as well as classroom and behavior management techniques for effectively integrating exceptional students into the mainstream classroom are emphasized.

EDC506: The Gifted and Talented Student/Elementary: Challenge and Responsibility. Students focus on the needs of gifted and talented students at the elementary level as a continuum of special education. Characteristics of gifted and talented children are analyzed. Identification procedures, classroom strategies, and teaching models for gifted and talented children are reviewed. Attention is given to gifted and talented students identified as needing special education services under P.L. 94-142.

EDC510: Substance Abuse: Information, Detection, Treatment, and Prevention. This elective course is designed to prepare elementary, special and secondary educators to deal with the problems of troubled children and adolescents, including exceptional ones, in relation to substance abuse. Drug information, drug detection and treatment, and drug prevention curricula appropriate to the cognitive abilities and moral understanding of the children for whom they are designed are examined. Policies, teaching strategies, peer leadership, and peer intervention strategies, as well as the media, learning centers, and other resources used in drug education are studied.

EDC511: Sexuality in Personality Development and Sex Education. This is an elective survey course with an overview of human sexuality in the ongoing development of persons, including persons with special needs, through childhood, adolescence, and adulthood. The content is a solid knowledge base in relation to sex, healthy attitudes toward sex, and sexually transmitted diseases (STDs), including AIDS. The complementary and cooperative roles of the school and family in sex education are examined. Curricula, policies, and teaching strategies dealing with sex education, K-12, are studied.

EDC512: At-Risk Children and Youth in Crisis, including Special Needs Students. The effects of the dysfunctional family, community, and society on the development of children and youth are examined. The special needs of these youngsters are viewed through special education, regular education, and other support services. The focus is on children from birth through high school age. Special topics include the effects on students and their families of divorced or substance-abusing parents, child abuse, runaway children, teenage sex, pregnancy, and suicide education. Effective intervention strategies are presented as well as the related implications for dropout prevention programs.

EDC515: Managing Special Needs Students. Effective classroom and behavior management strategies for special needs students are examined. Management strategies for the special education classroom and mainstream classroom are explored, and several behavior management theories are reviewed.

EDC516: Collaboration in Special and Regular Education/Elementary. Effective collaboration strategies for special needs students at the elementary school level are examined. Collaborative approaches among special education and regular education teachers, other professionals, students, and parents are presented. Current issues, such as inclusion and full inclusion, are also addressed.

EDC517: Students with Behavioral Disorders/Emotional Disorders. The characteristics of special needs students with behavioral disorders/emotional problems are examined. Instructional and managing approaches for these students, as well as appropriate curriculum development, are studied.

EDC518: Issues and Approaches for Educating the Deaf and the Hearing Impaired. The psychology, principles, and practices of educating the deaf and hearing impaired are explored. Students have the opportunity to acquire skills enabling them to access, plan, and implement materials leading to effective teaching methods and communication with the deaf, hearing impaired, and multihandicapped deaf individuals and their families.

EDC519: Language and Learning: Communication Disorders and Learning in the Classroom.

Disorders in both the expressive and receptive aspects of language are explored as they impact on a child's academic performance. Various topics within language disorders are reviewed with the aim of identifying areas of academic difficulty and methods of intervention. Recent trends in the research on literacy development are examined as they apply to students with communication disorders. Students' language and learning development are addressed at pre-K and childhood grade levels. The unique needs of special children, including minority children, are also addressed.

EDC520: Earth Science and Physical Science: Inquiry Approaches for the Elementary School Classroom. Students study earth science and physical science concepts appropriate for the elementary school classroom. The major instructional approach is the use of inquiry-based teaching along with problem-solving strategies. Emphasis is placed on the development of the process skills of science as a means of learning science concepts. Wherever appropriate, science and math concepts are integrated. Students are expected to develop, present, and critique inquiry-based science lessons. Attention is given to appropriate evaluation strategies consistent with inquiry-based teaching. The unique needs of special children, including minority children, are also addressed.

EDC521: Elementary School Math and Science: An Integrated Approach. Through problem-solving situations, students explore effective strategies for integrating math and science in elementary school classrooms. Students study innovative programs that encourage such integration, and they are expected to develop, present, and critique integrated lessons. The unique needs of special children, including minority children, are also addressed.

EDC523: Ecology/Environmental Education for Elementary School Teachers. This course is a survey of current global, ecological, and environmental problems with practical activities for student implementation on the elementary level. Topics addressed with their ensuing problems include energy, the greenhouse effect, acid rain, pollution, waste disposal, carcinogens,

reforestation, strip mining, conservation, preservation, genetic engineering, and biotechnology. Students explore the unique needs of special children, including minority children.

EDC526: Contemporary Approaches to Teaching Social Studies/Elementary. This course will focus on the most current content knowledge and methodology needed to teach the social studies areas on the elementary school level. Among the social studies areas examined will be the teaching of map and global skills, Western and non-Western cultures, minority and majority cultures, social issues, current affairs, environmental concerns, and values and attitudes. Integration across the curriculum will also be addressed, as will the unique needs of special children, including minority children.

EDC527: Mathematics for the Elementary School Teacher. This course will focus on the curriculum content and the most effective instructional strategies for teaching mathematics so as to increase students' understanding of mathematical topics such as the following: numeration concepts, basic algorithms, fractions and decimals, geometry, problem solving, probability, and statistics. The course will also examine the mathematics elementary school curriculum, projects, and programs. A diagnostic and prescriptive approach will be emphasized. Needs of exceptional students, including minority students, will be addressed.

EDC530: Final Research Study Seminar. See above for the course description.

EDC580: Special Topics. Students are provided with an opportunity to explore topics of interest related to Education.

LIFETIME PROFESSIONAL EARLY CHILDHOOD

A student with early childhood certification who completes a Master of Education program that includes five three-credit courses in the early childhood program will meet the requirements for lifetime professional certification in Rhode Island through transcript analysis. However, the 15 semester hours must include the following three required core courses: EDC532, 533, and

534. The other two courses may be chosen from the courses in this comprehensive early childhood curriculum. Students with elementary certification who did their student teaching at the K-2 level, will meet the requirements for lifetime professional early childhood certification if they complete in their M.Ed. program five courses from the early childhood curriculum that include EDC532, 533, and 534, and two other elective courses. Of course, six years of teaching experience in an Early Childhood setting, of which three years must be in Rhode Island, are also required for the early childhood life certification.

COURSES IN EARLY CHILDHOOD CERTIFICATION

EDC532: Advanced Study of Child Growth and Development. Advanced study of the continuum of the young child's physical, cognitive, emotional, social, moral, and language development. Attention will be given to theories and principles of child growth and development, health and nutrition, learning the unique characteristics of young children, and meeting the developmental needs of special children and minority children.

EDC533: Early Childhood Curriculum. Approaches and models for planning, implementing, and evaluating all aspects of a sequential early childhood curriculum and/or skill areas for both normal and exceptional children, including the language arts, math and science, social studies, health and nutrition, the integration of the fine arts into the curriculum, and the roles of play, projects, problem solving, group discussion, activities, manipulation of concrete materials, individual and interactive experiences, and the classroom setting. Attention is given to fostering the holistic growth of young children, including those with special needs.

EDC534: Literacy Development in Early Childhood. An examination of research, theory, practice, and the creation of an environment to facilitate the acquisition of early literacy in regular and exceptional young children. Includes the use of oral language, reading, writing, and listening throughout the whole curriculum. Addresses the use of children's literature as a major source for literacy development.

EDC535: Learning Process in Young Children and Learning/Teaching Methods. A study of children's learning as a process and their unique learning styles related to cognitive, affective, and psychomotor development and of effective teaching and growth-promoting strategies for children. Addresses the use of play, activities, hands-on materials and experiences, and the creative arts (art, music, dramatics, and dance) — all across the curriculum in the education of young children, including those with special needs.

EDC:536 Parent-Family Communication and Involvement in Early Childhood Education. A study of issues and approaches related to all facets of communication and involvement by parents as educational partners in early childhood care and education of regular and exceptional children. Some topics to be addressed are family relations and child-rearing styles, teaching parenting skills, the vital role of the family in children's education, guidelines for developing effective parent-teacher relationships and collaboration, parents' role in educating special children, integration into mainstreaming environments, and the community services for the young child, including prevention, early intervention, and referral to specialized programs.

EDC 537: Integrating the Creative Arts into the Childhood Curriculum. Programs and methods for integrating the arts — art, music, drama, and dancing—into the curriculum for children, pre-K through childhood; their role in developing the imagination and creativity of children, including exceptional children.

EDC538: Language Development in Childhood. The journey from infant cries to mastery of the adult form of the language occurs largely during the preschool years and elementary years. This course reviews the process of language development in light of recent research, and it considers the possible role of language learning from birth through childhood across the curriculum. The role of language in play and socialization will also be considered, as well as collaboration with families in fostering and enriching language acquisition.

EDC539: Strategies for Identifying, Assessing, and Intervening in the Education of Regular and Special Children. The focus of this course is on the construction, use, and interpretation of screening and assessment instruments and the role of the teachers' observing, recording, and assessing in regular and exceptional children. Examines the instructional strategies, program models, intervention methods, individual educational plans (IEPs), and current service delivery approaches that optimally foster the holistic development of all children, including those with special needs. Issues such as the inclusion or full inclusion of special needs children in regular childhood programs will be addressed.

EDC540: Incorporating and Teaching Advancing Technologies across the Pre-K through Grade 6 Curriculum. This course is designed to prepare a plan for integrating the new advancing technologies across the pre-K through grade 12 curriculum. It will also provide training to maximize the use of increasingly powerful computers, internetworking through the Internet with the most common services or features, such as E-Mail, file transfer, remote log-in, access to online services such as the AskERIC question-answering service for teachers, and World Wide Web (WWW), listservs, and database supporting network uses. The distinctive trend in the evolution of technology — the convergence of computer, television, telephone, and technologies — will be addressed. The future of networking will be explored in global communications and multimedia. The impact of the emerging technologies in restructuring schools, linking school sites with home sites, and with other sites within the community and around the world will also be examined.

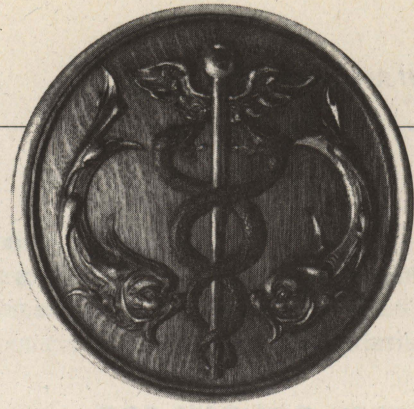
EDC 541: Issues and Approaches to Teaching the Blind and the Visually Impaired. This course is designed to examine the nature, etiology, and types of blindness and visual impairment, methods of assessment, variations of possible rehabilitation in the stages of human development, current curricula, educational programs and strategies for teaching the blind, and the roles of the parent, teacher, and child triad in early intervention for the visually impaired.

EDC 542: Middle School Curriculum. This course will explore and evaluate current approaches to the development of a middle school curriculum. New directions in restructuring content fields and delivering the curriculum will be addressed. Methods, techniques, and procedures for promoting effective innovation in the curriculum will also be examined.

EDC590: Internship. The student is provided with an opportunity to receive advanced training and practice in manual and computer searches related to a wide variety of current educational issues and in the design and implementation of high quality research studies. The internship involves approximately ten hours each week of the semester in the practice and the use of research. As there is only one internship available for a given semester, applicants must apply several months in advance, maintain at least an A- cumulative average, and be accepted by the candidate's ad hoc committee.

No more than six (6) semester hours of graduate credit are transferable into the Master of Education program. To ensure good planning of your own program, you are advised to review the sections in this catalog on matriculation status and candidacy status.

HEALTH AND HUMAN SERVICES



MASTER OF SCIENCE Health Services Administration

RATIONALE

The Master of Science program in Health Services Administration is designed to prepare Health Care Professionals to meet the challenges in health services delivery, planning, and administration in a rapidly changing environment. It has been implemented within the University's historical and continuing commitment in the Christian tradition, not only to develop technical knowledge and skills but also to include personal values and professional responsibility to better meet the needs of others. The curriculum is designed to provide basic knowledge of skills necessary for the professional administrator and allows some flexibility for tailoring the program to match individual needs and varied backgrounds. The program is directed and taught by health service professionals and other specialists in the field who blend theoretical foundations with practical applications in a variety of health care settings. The student may select to pursue the degree in HSA or the degree in HSA with a specialization in the area of Gerontology.

ADMISSION

Admission to the graduate program in HSA requires that students have current work experience in a health care environment. Students who do not have experience in health care will be required to complete a minimum of four hundred (400) hours of active participation in a health care setting as a prerequisite for admission. This experience may be a documented Internship experience or active participation in a volunteer capacity. The Program Director will certify the acceptability of this experience prior to acceptance into the Health Services Administration Program.

REQUIREMENTS

The student is recommended for the Master of Science degree in Health Services Administration upon successful completion of all requirements and an approved program of thirty-six (36) credit hours and forty-five (45) credit hours for those students seeking specialization in Gerontology. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Health Services Administration.

INTERNSHIP REQUIREMENTS

The program requires an internship experience in which the student becomes involved in an administrative setting to learn and appreciate the intricacies of administration and to apply knowledge and talents developed through course work.

The internship may take place in a variety of settings, including but not limited to hospitals, mental health facilities, long-term care facilities, regulatory agencies, third-party payers, proprietary and nonproprietary systems, and state and national associations. The internship should be geared to the field of endeavor in which the student will likely direct future activities or develop expertise in supplementary areas for policy or consulting. The internship is planned with the program committee, to be implemented near the end of the graduate program. The student discusses internship possibilities with the program committee, assesses opportunities suited to career plans, and develops a proposal for specific placement.

A three (3) credit internship involves a minimum of one hundred and fifty (150) hours of participation in a practice setting. This requirement can be waived with a

course substitution if, in the judgment of the ad hoc committee, the candidate already possesses sufficient administrative experience to preclude the necessity of the internship.

REQUIRED COURSES FOR THE HSA DEGREE

Research Requirement

HSA500: Research Seminar

Required Courses

- HSA501:** Introduction to Health Services
- HSA505:** Health Care Marketing
- HSA509:** Management of Human Resources
- HSA519:** Health Care Finance
- HSA525:** Ethics for Health Professionals
- HSA528:** Health Policy
- HSA533:** Health Law
- HSA542:** Nursing Administration
- HSA543:** Public Health Administration
- HSA547:** Application of Health Care Management Theory
- HSA590:** Internship in Health Services Administration

Required courses for the HSA with a Gerontology specialization include the eleven (11) foundation courses plus the following four (4) courses in Gerontology.

- HSA536:** Social Gerontology
- HSA537:** Developmental and Psychological Dimensions
- HSA538:** Physiological Dimensions
- HSA539:** Quality of Life for the Elderly

Research Requirement

HSA500: Research Seminar. In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research projects. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to inter-

nal and external validity, sampling techniques, data collection methods, and ethical considerations. NOTE: This course must be taken in the first year of the program.

REQUIRED COURSES

HSA501: Introduction to Health Services. Students study American health care systems and the process by which health care services are delivered. Students are provided with a comprehensive overview of the health care industry—its historical development, current issues, and future trends. Registered Nurses will take HSA542: Nursing Administration in lieu of this course.

HSA505: Health Care Marketing. Students are introduced to basic marketing principles and practices as they relate to the health services industry. They examine needs of the consumer, and they target market concepts, strategies for attaining goals, current market practices, cost-benefit analysis, ethical considerations, and marketing resources. The development of positive relationships within an organization is explored as a marketing strategy, including the role in marketing played by employees, physicians, patients, and the community.

HSA509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function including recruitment, selection, development, utilization and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

HSA519: Health Care Finance. The student is provided with a conceptual and practical foundation in health care finance. The course begins with an overview of the health care environment and the introduction of financial concepts through review and analysis of financial statements. Class discussions address the development and use of revenues; identification of operating expenses; strategies to contain costs; and the financial interaction between health care providers and third-

party payers. Class presentations and a term paper provide an opportunity for students to research and discuss current health care financial topics.

HSA525: Ethics for Health Professionals. Students explore the current and recurring ethical issues that face the health professional in today's health care environment. Topics include the right to refuse treatment, the right to die, organ donation, allocation of resources, and issues related to health care reimbursement and administration, such as cost containment and quality assurance. Other topics treated are informed consent, confidentiality, paternalism, autonomy, and professional codes. Traditional theories of ethics as well as decision-making models are also examined.

HSA528: Health Policy. Students focus on three major areas that contribute to the establishment of National Health Policies: health planning, health research, and health services. They examine the methodology for policy planning, goal setting, the allocation of resources, plan implementation, evaluation, and regulation. Health policy as it relates to health research involves discussion of major illnesses and diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development.

HSA533: Health Law. Students examine the law relating to health care administration. Topics included in this course are the physician-patient relationship, professional liability, credentialing, medical records and disclosure of information, consent to treatment, hospital liability, and the institution-physician relationship.

HSA536: Social Gerontology. Students examine the social interactions in the lives of elderly individuals to develop an understanding of the historical, cultural, and social aspects of maturing and of racial, ethnic, and class factors in the aging process.

HSA537: Developmental and Psychological Dimensions. Students examine the theoretical and research foundations of aging to develop an understanding of the normal developmental and psychological changes in the aging process. In addition, students explore the mental and emotional disorders that may

accompany the aging experience. Working toward an understanding of these disorders and intervention strategies in the context of the full continuum of personal development, the student explores the wellness of aging.

HSA538: Physiological Dimensions. This course is a survey of the normal physiological changes that are part of the aging process as well as the medical aspects of the most frequently encountered physical ailments in the elderly. Students examine the myths of aging that contribute to illnesses and to wellness.

HSA539: Quality of Life for the Elderly. Students explore a holistic approach to medical, psychological, religious, philosophical, and demographic aspects of wellness. A variety of viewpoints and research findings is presented. Experiential learning regarding attitudes and quality of life is examined.

HSA542: Nursing Administration. Registered Nurse Students are provided with an opportunity to investigate advanced concepts of management and apply them to the administration of a nursing department in a variety of health care settings. An in-depth discussion of the goals, structures, processes, resources, and controls as they pertain to nursing administration is included. Prerequisite: Registered Nurse

HSA543: Public Health Administration. Health care professionals receive instruction in the role and responsibilities of Public Health in the United States. Students are provided with a comprehensive overview of such issues as the scope of public health and its impact on the lives of citizens as well as society. Students also examine issues regarding preventing disease, prolonging life, and promoting good health through organized community effort. Questions relating to the responsibility of the health care professional in the areas of public health are addressed.

HSA547: Application of Health Care Management Theory. Application of Health Care Management Theory is a course taken at the conclusion of the graduate student's health care studies. The course provides the student with an opportunity to apply many of the skills and techniques acquired during their educational

experience at Salve Regina University. Through the use of case studies and actual health care management situations, the student will be offered an opportunity to apply the skills and knowledge they have acquired. Among other areas, those of Marketing, Information Systems, Human Resources, Finance, and Strategic Planning will be emphasized.

HSA590: Internship and Seminar in Health Services Administration. The student is provided with an opportunity to obtain experience in the administrative aspects of health care under the supervision of practicing professionals. The internship involves participation in a practice setting one day each week for a fifteen-week period with a two-hour biweekly seminar. This experience gives the student the opportunity to apply the knowledge and skills obtained in courses to an administrative setting designed to meet individual and professional goals. Students must meet with their advisor to discuss plans for the internship experience the semester prior to enrolling in this course. This experience is implemented during the final semester in the program. Students with administrative experience take an elective in lieu of the internship if approved by the student's program committee.

ELECTIVES

- HSA540:** Health Care and the Older Citizen
- HSA545:** Physical Assessment of the Elderly
- HSA580-589:** Special Topics in Health Services Administration
- HSA591-599:** Independent Study/Research
- HLC532:** Psychology of Group Processes
- MGT501:** Organization Theory and Behavior
- MGT560:** Labor Relations
- MGT561:** Financial Management
- MGT567:** Creative Problem-Solving in Organizations
- MGT575:** Strategic Management and Business Policy

HSA540: Health Care and the Older Citizen.

Students examine the political, social, economic, and health care issues relative to older people. They also cover the topics of housing, health, and social programs, long-term care, reimbursement, and public poli-

cy as they affect older citizens and their families, and as they explore past, present, and future trends affecting the aging population.

HSA545: Physical Assessment of the Elderly.

Students will expand the knowledge and skills needed to conduct an in-depth assessment of the elderly client. This will include physical, psychological, and social assessment skills applicable to the geriatric client. Students will be able to describe the normal findings and identify the abnormal deviations that indicate the need for follow-up and/or referral. Prerequisite: Registered Nurse

HSA580-589: Special Topics in Health Services

Administration. Students are provided with an opportunity to explore topics of special interest related to Health Services Administration.

HSA591-599: Independent Study/Research.

This research course is a directed study of independently selected topics in Health Services Administration. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Vice President for Academic Affairs.

HLC532: Psychology of Group Processes. Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.

MGT501: Organizational Theory and Behavior.

This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and examination of the human factor in organizational dynamics will be considered. Note: This course must be taken in the first year of graduate studies.

MGT560: Labor Relations. Students investigate collective bargaining as a dynamic, ongoing process. A

process model of collective bargaining will be developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted.

MGT561: Financial Management. Students become acquainted with the tools and instruments employed by financial managers in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry. To this end, the investment, financing, and evaluation decisions of various economic units are investigated. The objective is to show the application of finance theory to current management issues.

MGT567: Creative Problem Solving in Organizations. This course is designed to address the topic of creativity in various organizational settings. At this moment in history, public and private sector organizations are faced with domestic and international challenges that require the ability to adapt rapidly to continuous change. Creativity in any enterprise is vital to its continued existence. The course will employ a variety of teaching modalities to examine the qualities of creativity, strategies for its development, and methods of incorporating creative problem-solving into professional responsibilities.

MGT575: Strategic Management and Business Policy. This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the point of view of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives.

GRADUATE CERTIFICATE PROGRAM IN GERONTOLOGY

RATIONALE

The Graduate Certificate Program in Gerontology is a 15-credit-hour program designed to meet the educational and career needs of individuals in the health care, social services, and counseling fields who are interested in working with elderly people. The graduate certificate program can be taken in conjunction with a graduate degree program at the University or obtained as an additional credential by non-matriculated students.

A maximum of twelve (12) credit hours will be accepted by the University and applied toward the forty-five (45) credit hours required for the master of science degree in Health Services Administration with a specialization in Gerontology.

REQUIREMENTS

Students must have obtained a bachelor's degree from an accredited institution of higher learning. Students with substantial life experience may petition for a waiver of this requirement.

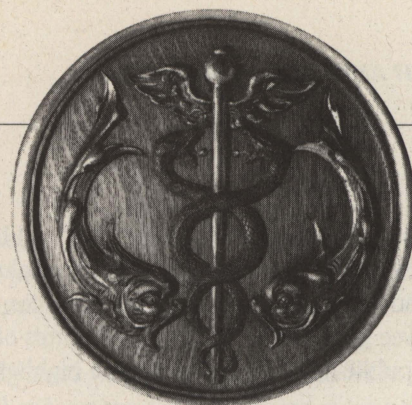
PROGRAM OF STUDY

The graduate certificate is awarded upon completion of the following five (5) courses.

HSA536:	Social Gerontology
HSA537:	Developmental and Psychological Dimensions
HSA538:	Physiological Dimensions
HSA539:	Quality of Life for the Elderly
HSA540:	Health Care and the Older Citizen

All course descriptions for the above are found in this section of the catalog.

HEALTH AND HUMAN SERVICES



MASTER OF ARTS Holistic Counseling

RATIONALE

This program is designed to develop a new type of counselor who actively values the integration of body, mind, and spirit and sees their integration as the essential expression of personal health. This new counselor understands that personal health, in turn, depends on the individual's experience of connectedness with the human community and with the natural world which supports it. Consequently, the holistic counselor believes that the mental and social illnesses of our time stem from a lack of integration, or disintegration, resulting in people dissociated from themselves, from the community, and from the environment. In recognition of the perspective that sees all of creation as one and interconnected, the courses address approaches through the body, the cognitive-emotional, and the spirit. The emphasis is on wellness, with symptoms seen as calls to self-realization. The program is planned for counselor-guides who function in times of change and crisis as healers to persons and institutions. It is seen as a suitable degree for all who want to work with people.

GOALS

- a. The primary goal of the program is the formation of a well-trained master's-level counselor capable of working effectively with individuals and groups in a manner that reflects the philosophy of the program.
- b. To this end, the holistic counseling program focuses on enabling the student to master both the theoretical material related to the holistic perspective and the counseling process as a practical art.
- c. Because research over the past thirty years has consistently shown that counseling effectiveness depends primarily on the personal and interpersonal skills of the counselor, rather than on a specific theoretical orientation, a most important goal of the program is to foster the student's personal formation and development.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Holistic Counseling upon successful completion of all requirements and an approved program of forty-eight (48) credit hours. Included in these credits are a two (2) semester internship in counseling and an exit project. There are approximately forty-three (43) required credits and five (5) elective credits. Should the student's program committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Holistic Counseling.

PROJECT

Each individual develops a major work to demonstrate a unique contribution to his or her field in the exit project. The student selects an advisor with whom to consult. The project should demonstrate how the individual student "thinks differently" about an issue, institution, or process.

REQUIRED COURSES

- HLC504:** Holistic Perspectives
- HLC507:** Toward Synthesis: Body Approaches
- HLC508:** Developmental Issues in Counseling
- HLC509:** Toward Synthesis: Approaches through Mind-Emotions
- HLC510:** Cross-Cultural Counseling (1 credit)
- HLC511:** Toward Synthesis: Approaches through the Spirit
- HLC513:** Systems Theory
- HLC515:** Assessment
- HLC530:** Practicum in Counseling: Part I
- HLC531:** Practicum in Counseling: Part II
- HLC532:** Psychology of Group Processes
- HLC553:** Evaluation
- HLC570:** Internship and Seminar I
- HLC571:** Internship and Seminar II
- HLC573:** Human Relations Laboratory I: Dynamics of Human Behavior

ELECTIVES

The elective courses are intended to strengthen the counselor in specialized approaches tailored to specific populations of clients. The number of electives available is subject to the individual student's course of studies and the required courses that have been waived.

Electives are intended to (1) foster personal growth, (2) add depth to the skills of the student counselors, and (3) open new professional vistas.

COURSE DESCRIPTIONS

HLC504: Holistic Perspectives. This is a general course through which participants become aware of their current understandings of and assumptions behind such concepts as consciousness, evolving theories of modern physics as these findings impact on their worldview and behavior, and their unique personal wellness. The course serves as an overview of "thinking differently," which informs the new paradigm of counseling in this program. This introductory course should be taken in the first year.

HLC507: Toward Synthesis: Concept — Body Approaches. The student learns a theoretical and experiential exploration of the holistic dimensions of the following: kinesthetic awareness, psychophysical re-education, touch, movement, body-mind connection, breathing, nutrition, the body and personality, the body and consciousness. Body-oriented psychotherapies are studied—Gestalt, Hakomi, and Bioenergetics. Implications for assuming responsibility for one's personal well-being and for use in counseling are discussed and put into practice. Students practice discerning when this level of consciousness is symptomatically exhibited by fine-tuning their sensitivity to what the body reveals: physically, psychically or spiritually.

HLC508: Developmental Issues in Counseling. The student is provided with opportunities to study and experience developmental psychology as it impacts on therapeutic interventions. Stages of development — physical, mental-cognitive, emotional, and spiritual — are explored. The implications of the stage of development in the client's process during counseling and the distinction between pathology and developmental crises are addressed.

HLC509: Toward Synthesis: Concept —

Approaches through Mind-Emotions. This course provides for a theoretical and experiential exploration of the holistic dimensions of the following: presence, power of suggestion, crisis intervention, guided imagery, imagination, behavior modification, and cognitive interventions in therapy. Through activities, readings, and discussions, participants are encouraged to expand their awareness and understanding of therapeutic, analytical and verbal interventions more usually thought of when therapy is mentioned. Students examine these concepts and how to identify their implications in the personal growth/guiding process.

HLC510: Cross-Cultural Counseling (1 credit).

Questions raised include: How is the notion of wholeness affected by a particular culture? How does the notion of boundaries apply in different cultures? Other topics include empathy and the need to understand the experience of another culture. A field experience is assigned.

HLC511: Toward Synthesis: Concept —

Approaches through the Spirit. This course provides for a theoretical and experiential exploration of holistic dimensions of the following: presence to the client as the single most important therapeutic intervention; the implications of quantum physics in understanding consciousness, meditation, silence, will, self, death, and meaning. The influence of Eastern and Western philosophies on belief systems and their implications for counseling are explored. In particular, psychosynthesis and Jungian concepts are experienced as indicated interventions for guiding clients at the transpersonal level of consciousness. This course does not teach religion.

HLC513: Systems Theory. Students are introduced to a systems approach to understanding reality, one of the principal components of holism, as it has evolved in physics, chemistry, biology, and in the human services. The horizontal dimension of interrelatedness of parts and the vertical dimensions of larger systems that include smaller ones are emphasized. The practical component of the course consists in introducing students to the principal family system theories and, through simulations, using a systems approach to practice family interventions.

HLC515: Assessment. Students explore the evolution and philosophy of the traditional methods of client diagnosis as currently practiced in the scientific medical model, with a view to examining its strengths and weaknesses. Included are an introduction to the diagnostic model and language used by the Diagnostic and Statistical Manual, clinical assessment, diagnostic testing and its quantitative base, and an evaluation of their influence on the therapeutic process. Students are introduced to a present-centered, process-oriented assessment model which integrates some of the more effective discoveries of the classical diagnostic approach with a holistic-relational approach to counseling.

HLC530: Practicum in Counseling: Part I. Students integrate approaches to counseling. Participation in counseling activities and self-evaluation experiences with the use of videotaping will assist the student in developing an approach to counseling that reflects a holistic perspective. In the first part of the course, emphasis is on being present to the client, interviewing, and creating action programs for clients, utilizing behavioral and cognitive psychology. Ethical issues are explored and case studies examined. The developmental stages of counseling are presented. Students keep journals of their progress during counseling sessions.

HLC531: Practicum in Counseling: Part II. Students continue supervised practice of counseling techniques, with an emphasis on putting together the whole package in a three-stage developmental model: stage one — presence, respect, and accurate empathic listening; stage two — client dynamic self-understanding, where the client models on the effective counselor; and stage three — the action stage, where the two collaborate in achieving the process goals of the client. Here the students articulate their personal synthesis of counseling.

HLC532: Psychology of Group Processes. Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.

HLC553: Evaluation. This course is designed to familiarize students with ways to evaluate theories, hypotheses, and methodologies pertinent to understanding human development. Emphasis will be placed on developing critical thinking skills and applying them to specific areas of student interest.

HLC570: Internship and Seminar I. The intern practices in a setting approved by the coordinator of internships for the purpose of demonstrating an understanding of and the ability to utilize a holistic approach to guiding others. This experience, together with a weekly two-hour seminar, serves as the cumulative experience through which the student demonstrates achievement of the goals of the program. The internship lasts for two (2) semesters, with a minimum of one hundred and fifty (150) hours a semester of supervised internship. Ideally it is taken after the practicum in counseling. The placement is in effect by the end of May, after internship candidacy has been requested of the coordinator of internships. An internship manual is available. Prerequisite: Students must obtain personal insurance coverage available at student prices through the American Association of Counseling and Development.

HLC571: Internship and Seminar II. This course continues HLC570.

HLC573: Human Relations Laboratory I: Dynamics of Human Behavior. Some clients are better for counseling, others worse. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own vulnerability, living the interpersonal relations skills at a high or a low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

ELECTIVES

HLC506: Healing. Emphasis is given to the assessment of personal health. The tradition of healing is

explored and the capacity of every person to be a healer. Among the modalities of healing is an introduction to therapeutic touch and the use of crystals in healing. The course is both theoretical and practical.

HLC580: Massage Therapy. This course enables students to develop an academic base for the practice of massage as a means of maintaining health. It does not intend to produce massage therapists. Students look at the research on the need for human contact and for skin touch in particular. While the course provides an opportunity for students to understand the skills of doing massage, it also requires that students look at their own comfort with touch in the interests of forming healthy attitudes for personal living and for respectful therapeutic contact with those needing healing of any kind. This contact includes the psychological, emotional, and spiritual.

HLC582: Art Therapy. This course is designed to provide students with a comprehensive understanding of the principles and applications of expressive art therapy and how to use it in a clinical setting. This therapeutic modality, based on the use of guided visualization and right-brain imaging, will help a client access past experiences that are not stored in the verbal left-brain memory.

HLC583: Marketing Holistic Counseling. This course answers the question, "What can I do with this degree?" It will address the concrete details of putting oneself into public practice and of doing business. It will also promote the cultivation of one's creative resources in order to further one's personal vision of holistic counseling.

HLC584: Movement Therapy. This course is designed to teach the use of movement for personal and professional growth. Life is movement; the less we move, the less we are alive. Students learn how they may expand their own capacity for self-expression through movement. The course, by uncovering blocks of feelings and unconscious processes, further investigates the therapeutic applications of movement expression to facilitate healing in therapy, leading to a fuller range of living.

HLC586: Consultation Skills. This course addresses the unique set of skills necessary to do consultation work. Holistic counselors who wish to employ the new counseling paradigm that utilizes a systems perspective will often find that they wish to market themselves by addressing the systems that people live and work in. Consultation skills are separate, if related, skills from counseling; they can be learned in this course.

HLC587: Counseling Women. A course which offers the opportunity to look at the research about women's issues in a therapeutic situation. It is intended to aid counselors in being sensitive to a psychology that respects feminine differences and needs in counseling.

HLC588: Working with Young People. An overview of the history and current range of counseling approaches with children is the major emphasis of this course. Students explore approaches with a developmental focus, using a variety of media for expression, exploration, and therapeutic process. Students are provided with opportunities for role-play and hands-on experiences. In situations where children are available, a play group provides students with opportunities to develop interactive and communications skills along with self-assessment, peer support, and supervision by the instructor.

HLC589: Practicum in Group Therapy. This is a course in which students have an opportunity to apply therapy to groups. The instructor models the skills and guides each student in leading or guiding. Prerequisite: HLC532 and the instructor's permission

GRADUATE EXTENSION STUDY



RATIONALE

Graduate Extension Study is an alternative to the traditional classroom approach to learning. Detailed study guides, prepared by faculty members, provide a structured, step-by-step approach to learning while allowing students flexibility in time and place of study. The process involves a one-on-one relationship with instructors, who guide the learning and monitor the student's progress through the courses via the exchange of written comments, telephone conversations, and electronic mail.

The Graduate Extension Study alternative is designed to meet the needs of students whose personal and professional circumstances make regular on-campus study impossible. Courses at the graduate level as well as systematic programs leading to the completion of requirements for the master's degree are available for eligible students.

ELIGIBILITY

Individuals who possess an undergraduate degree from an accredited college or university and who have the determination and ability to complete graduate academic work are eligible to apply for admission to the University for a master's degree through Graduate Extension Study.

ADMISSION

Students applying to the University to undertake course work through Graduate Extension Study must complete the application process as outlined in the Admissions section of this catalog. At the time of application, potential students should indicate if they are interested in pursuing a systematic program leading towards a master's degree through Graduate Extension Study.

GENERAL REQUIREMENTS

Registration

Students may register for a Graduate Extension course at any time, but may take no more than two (2) courses at once. Payment must be made at the time of registration.

On-Campus Degree Credit

Students enrolled in an on-campus graduate program leading to a master's degree may take a Graduate Extension Study course for credit toward that degree with the written permission of the Master's Program Director prior to enrollment in the Graduate Extension Study course.

Time Courses

Six (6) months is the time limit established for the completion of each course. The time designated as the start time of the course is ten (10) days following the initial mailing of the course material to the student. Students failing to complete the work will have earned a grade of F which will be recorded by the instructor.

Students unable to complete the work within the designated time for a course should carefully read the guidelines for the incomplete process and the course withdrawal process found in this catalog.

Master's Degree

All program work for a master's degree through Graduate Extension Study must be completed within five (5) years, beginning with the date of completion of the first course applied toward the degree.

Residency

This can be accomplished by taking a course on campus or by attending one of the GES Institutes held on campus.

GRADUATE EXTENSION STUDY INSTITUTE

The graduate Extension Study Institute is a program that offers students two courses from April to September with an intensive five-day on-campus component. The goals of the Institute are to provide students the opportunity to interact with University faculty and other students; fulfill the residency requirement; complete up to six graduate credits during the six-month period; to experience the beauty of the campus; and to identify with the University. The on-campus portion of the Institute is held over a weekend in June.

MASTER OF ARTS Human Development

RATIONALE

The degree in Human Development is intended to provide the student with an opportunity to integrate the growing body of theoretical formulations and research findings concerning human development. Its uniqueness is in the ability of the student to put together with advisement his or her own program around four (4) required developmental Psychology courses: HDV519, 539, 540, and 541. In addition to these eight (8) required credits, the student chooses twenty-four (24) credits of courses to complete the thirty-six (36) credits of the master's degree.

THE RENAISSANCE PERSON

The Renaissance Person was a scholar, artist, merchant, and what-have-you all rolled into one. She or he was a person who knew as much about mathematics and engineering as about poetry and music. She or he was sensitive yet pragmatic, a person who was eager to explore every facet of his or her human potential.

This is the objective of the Master of Arts program in Human Development. It is an education in how people can fulfill themselves — spiritually, emotionally, and intellectually. It provides knowledge useful in your own life and invaluable in helping others.

Among other things, you will learn new ways of thinking and learning and how to help others think and learn for themselves. The program is very flexible. Working with your own ad hoc committee, you will help design the program that is best for you.

OPERATION OF THE PROGRAM

Students identify their particular goals and needs and, working in collaboration with an ad hoc committee, have opportunities to recommend a focus for their program of studies. Students are assigned advisors, and they meet with their ad hoc committee at least three times while pursuing their studies. Thus, students are actively involved in the design of their plans of study, and ad hoc committees are actively involved in evaluating the progress of students in attaining their specific objectives.

THE HUMAN DEVELOPMENT CORE

- HDV519:** Developmental Psychology —
Infancy through Adolescence.
- HDV539:** Developmental Psychology —
Adulthood to Aging I.
- HDV540:** Developmental Psychology —
Adulthood to Aging II.
- HDV541:** Psychology of Personality.

ELECTIVES

Students may choose the remaining eight courses as electives from other master's programs with advisement.

The following courses may also be elected.

- HUM501:** Ethical Perspectives on Global Issues.
- HUM503:** Great Writers I.

MASTER OF ARTS

International Relations

RATIONALE

With the dawn of the twenty-first century, dynamic changes have occurred, and others are taking place that will have an impact on virtually every person in the world community of nations. The prospects for peace over war, for economic well-being over poverty, and for fulfillment of certain political, social, and cultural aspirations influence the relations of states and continue to challenge the emerging new world order. It is in this context that the International Relations program focuses on the world not only as it is, but also as it should be in light of the enduring central values of the world's great civilizations. The courses, designed for graduates seeking a broader and deeper understanding of the contemporary world, will help prepare them for their role in the increasingly interdependent world of the twenty-first century.

The chief focus of the program is a search for new avenues to global harmony and justice. Courses in the program, however, are designed to meet the individual needs of students and help them prepare for or enhance their careers in government, international organizations, business, finance, teaching, research, or further study.

REQUIREMENTS

The student is recommended for the Master of Arts degree in International Relations upon the successful completion of all requirements and an approved program of thirty-six (36) credit hours. Should the student's program committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in International Relations.

- ***HUM500:** Research Seminar
- HUM501:** Ethical Perspectives on Global Issues
- ***INR502:** Foundations of International Relations

- INR504:** International Law
- INR518:** Russian and Eastern European Politics
- INR524:** Africa's Global Perspectives
- INR528:** China, Japan, and the Pacific Rim
- INR535:** Central Asia and India: Foreign Policy Concerns
- INR550:** North America in the New World
- INR561:** Contemporary Problems in Central and South America
- INR568:** Contemporary International Issues
- INR586:** The Middle East
- MGT538:** Global Business
- INR580-589:** Special Topics and/or Seminar

* Offered during the Graduate Extension Study Institute.

MASTER OF SCIENCE

Management

RATIONALE

This program is designed to provide a systematic approach through Graduate Extension Study to pursue educational opportunities leading to a Master of Science degree in Management. The course work is integrated to provide a solid foundation in theory and practice. The integration of information systems into the management role is a unique element of the program. The Master of Science degree in Management is not offered as part of the University's residency graduate programs; it is available only through Graduate Extension Study.

REQUIREMENTS

The student is recommended for the Master of Science degree in Management upon the successful completion of all requirements and an approved program of thirty-six (36) credit hours. Should the student's program committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Management.

REQUIRED COURSES

- ***MGT500:** Business Research Methods
- MGT501:** Organizational Theory and Behavior
- MGT503:** Law and Business Organizations
- ***MGT509:** Management of Human Resources
- MGT518:** Principles of Economics
- MGT530:** Marketing Management
- MGT540:** Ethics for Managers: Theory and Practice
- MGT555:** Advanced Management and Organizational Theory

*Offered during the Graduate Extension Study Institute.

AREAS OF CONCENTRATION

MS/Correctional Administration

(5 courses required)

- ADJ523:** Literature of Incarceration
- COR501:** Correctional Administration I
- COR511:** Correctional Administration II
- COR521:** Correctional Administration III
- HDV541:** Psychology of Personality

MS/Insurance

Students in this concentration may transfer in a maximum of 12 CPCU/ARM credits. One elective is required.

- CPCU 8 or MGT526:** Financial Accounting
- CPCU 1 & 2, or Elective**
- CPCU 3 & 4, or Elective**
- CPCU 5 & 10, or Elective**
- ARM 54, 55, 56 or Elective**

MS/Management

- MGT520:** American Business History
- MGT526:** Financial Accounting
- MGT538:** Global Business
- MGT560:** Labor Relations
- ISS501:** Structured Systems Analysis and Design
- ISS532:** Distributed Data Processing, Networks, and Telecommunications
- ISS540:** Decision Support Systems

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